DOCUMENT RESUME

ED 117 446 CE 006 098

AUTHOR Bedggood, Richard, Ed.
TITLE Surveying for Community Education. Seminar Papers, June 28 and July 26, 1975.
INSTITUTION Auckland Univ. (New Zealand). Centre for Continuing Education.; New Zealand Association for Community Education, Auckland.
PUB DATE 75
NOTE 91p.; Not available in hard copy due to poor reproducibility; Papers presented to the second seminar of the New Zealand Association for Community Education

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Adult Education; *Community Education; *Community Surveys; *Educational Needs; Foreign Countries; *Needs Assessment; Questionnaires; Role Perception; School Role; *School Surveys; Seminars; Tables (Data)
IDENTIFIERS New Zealand

ABSTRACT

The nine seminar papers present discussion and methodology related to surveying for community education. The introductory paper, Initiating Community Education-Who Does It and How, examines local, governmental, nongovernmental, and individual roles in supporting community education. Methodological Considerations in Community Surveys discusses community survey design and data analysis. Another paper provides a listing of selected references related to the structure, formation, and analysis of sociological surveys. Surveying for University Community Education is a comparison of two continuing education surveys conducted at Auckland University in 1945 and 1951. The Assessment of Community Education Needs: the Masterton Study examines the effects of social background factors on the development of adolescents as a base for possible community programs. Surveying the High School Community and The Primary School Survey describe a questionnaire survey related to increased use of secondary school facilities for out-of-school classes. Other papers, which clarify school role within the total framework of community education are The Intermediate School Model in Community Education and Surveying a Community's Needs for Early Childhood Education Services. (EA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117446

JAN 08 1976

NEW ZEALAND ASSOCIATION
FOR
COMMUNITY EDUCATION

SURVEYING FOR COMMUNITY EDUCATION

IN ASSOCIATION WITH
CENTRE FOR CONTINUING EDUCATION
THE UNIVERSITY OF AUCKLAND

CE006098

BEST COPY AVAILABLE

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NEW ZEALAND ASSOCIATION
FOR COMMUNITY EDUCATION

SURVEYING FOR COMMUNITY EDUCATION

SEMINAR PAPERS:
Saturday June 28 1975
Saturday July 26 1975

IN ASSOCIATION WITH CENTRE FOR CONTINUING EDUCATION
UNIVERSITY OF AUCKLAND
EDITOR : RICHARD BEDGGOOD

BEST COPY AVAILABLE

NEW ZEALAND ASSOCIATION FOR COMMUNITY EDUCATION

Preface.

The papers published in this book represent those presented at the second Seminar held by the New Zealand Association for Community Education. We have to thank the Centre for Continuing Education, one of our members, for assistance in the production of the series otherwise the cost and delay would be prohibitive.

The Association is fortunate also in that a panel of speakers and experts in their own fields have made themselves available for the Seminar and written the papers published in this third series on Community Education. The topic this time is 'Surveying for Community Needs in Community Education' and is aimed at bringing together people who have been innovating Survey techniques and methods in the general field of Community Education In this way it is hoped the Association will make available, on a wider scale throughout New Zealand, the information and knowledge gained by the few innovators, who have devised their own methods in surveying the various Communities at differing levels.

It is intended to follow this series with another each year and probably the first will be in the field of 'programming' from the results of surveys.

Editor : Richard Bedggood
President.

NEW ZEALAND ASSOCIATION
FOR COMMUNITY EDUCATION

SURVEYING FOR COMMUNITY NEEDS

CONTENT

			Page
1.	Initiating Community Education Programme - Institutions, Facilities, Control and Finance.	David Thurlow	1.
2.	Methodological Considerations in Community Surveys	Barry Smith and David Thorns	7.
3.	Analysis of Sociological Surveys and Questionaires	Barry Smith and David Thorns	13.
4.	Surveying for Community Education Programmes	Richard Bedggood	16.
5.	Surveying a Smaller Community for Community Education	Allan Webster	28.
6.	Surveys for High School Committees	John Wise	46.
7.	The Intermediate School Community Survey	Robin Holst	52.
8.	The Primary School Survey	Peter Trimm	59.
9.	Surveying the Pre-school Community	Elizabeth Connelly	81.

Initiating Community Education

Who Does It - and How

D R Thurlow

It is generally recognised that our modern and rapidly changing world is making demands upon people that were unheard of a generation ago. This demand covers every aspect of life - vocational, cultural, social and recreational. We hear that our technological based society requires that workers will need to be retrained, and skills upgraded - we hear that there is to be more leisure time, longer holidays and shorter working time - we hear that people are becoming more socially aware, more interested in aspects of life and of the world beyond their immediate interests and environment. All these highlight the need for action beyond what have been regarded as the normal educational processes. It is now recognised that education is a continuing life-long process and a right for every citizen. Our traditional forms of education can no longer meet the needs of the citizenry - there is insufficient room or flexibility within the existing structure to allow for the changes that must come. Certainly much has always been done. The universities have long had their extension departments, the WEA has always been a force and our secondary schools have provided a tremendous diversity of activity through their evening classes. But this is no longer enough for the modern world and the type of society it produces.

A large proportion of the people in any given community have always been able to find their satisfactions within the community as it exists. They have been so motivated as to have been always able to organise themselves to make use of existing facilities and institutions. It is the heavy proportion of people who are not so motivated to help themselves that should be our greatest concern.

We are told these days that it is the middle-class standards and mores of our society that drive the wedge between our people - widening the gap between socio-economic groups and groups of differing ethnic origins. For the most part it has been these middle-class groups that have taken advantage of what has been offering in our institutions in terms extended education, whether for vocational, cultural or recreational purposes. I submit therefore that any extension, any growth, in the extent or diversity of what can be provided - from whatever source - in the field of community education must be of necessity aimed at that section of the community that traditionally has been reluctant to participate or unable to motivate themselves to grasp the opportunities available. Certainly let the self-activating section of the community enjoy the advantages of any aspects of extended community education that are available - but let us be quite certain that we are taking the others along with us. Don't let the wedge drive us further apart. Surely the whole object of the exercise is to improve the quality of life of all within the community. If we cannot have a general improvement that affects every section of the citizenry we merely widen the gaps between the "haves" and the "have-nots" and the "wills" and the "will-nots". Therefore, I contend, we must consciously and deliberately aim much of our endeavour in community education at that section, who by reasons of apathy, diffidence or downright idleness, cannot and will not be bothered to involve themselves. I recommend then, that there has to be conscious recognition of a need for unequal treatment according to the socio-economic, ethnic and social composition of any locality. To put it crudely, I see no point in providing facilities in the eastern suburbs while areas such as Otara, Mangere and the like have little if anything. We simply widen the gap.

Having established that there is a need for a widening of the provision of community education generally and having established also that there are areas where the need is greater than in other areas, to whom do we turn for leadership in the initiation of suitable programmes. The Government surely must take the greatest share of the responsibility. Our central government has, over the years, made itself responsible for the education of the community, the social welfare, the health, the administration of justice, for law and order - in fact almost every aspect of the lives of all the community are covered by the umbrella of our central government. They also collect the taxes that provide for the needs. The single aspect of government provision that affects every member of society is education. But should the Education Vote be expected to make all the provision from its usual sources? I contend that if our society requires provision of community-type education for all its members there should be extraordinary provision made over and above the normal. It is logical to use our schools and other educational facilities because they appear in every community and have already been provided from public funds. But to expect our schools to offer community programmes for the benefit of all members of a particular community without special provision is not realistic. At present they are just not geared for it.

To what extent should other government agencies make their resources available? Surely the general improvement in "quality of life" that it is hoped extended community education will bring has implications for health, social welfare, law and order, justice and so on.

To what extent should local bodies contribute to the welfare of their communities in this respect? They strike rates for the provision of roads, parks, libraries, etc, to provide for the interest of citizens. Should they not also become involved in community education.

How much can be done by non-government social agencies, service clubs, sports and cultural associations? Where do they get their resources to support their work.

What can be done by individuals of good intent and how can they be supported?

Already there is much action and plenty of precedent. Apart from the traditional institutions which have bourne the brunt of community-type education over the years, namely the WEA, the university extension, the secondary evening class system, who should be involved? There is a vast need matched by a fund of goodwill and resources. What is needed is leadership and a massive effort of co-ordination. As I see it we have reached the stage where we are in danger of fragmenting our resources unless a conscious effort is made to capitalise on the interest and goodwill of those who see the role of community education as of major importance for the future. Co-ordination of effort surely is the answer or we will be condemned to watch those whose need is greatest slip between our fingers through fragmentation of the goodwill and resources that exist.

The government through the education department has already given a lead. It has appointed senior officers to guide and develop community education by whatever means seem appropriate. It has set up pilot schemes to assess the needs of a variety of communities through the local schools. It is establishing new forms of institutions to take a greater variety of education to the people. It is giving financial support to organisations providing for sport and recreation. It is exploring the possibilities of partnerships between central and local government in providing facilities and the personnel to promote their use.

Local bodies have long been in the act. They appoint trained officers to give guidance and encouragement, they build facilities for the social, recreational and cultural benefit of their people. Auckland City Council is exploring ways and means of co-operating with schools to provide facilities over and above those normally available. Hamilton City Council is eager to provide finance to support any developments of a community nature based on schools, Manukau City has committed itself to a partnership with government in Mangere, and so on.

The University Centre for Continuing Education is providing all the activity its resources will allow.

The National Council for Adult Education hopes to extend its activities.

The Combined Churches are keen to co-operate with schools by providing facilities from their resources for the general use of the community.

Individual schools such as Freyberg have been in on the act for years, struggling to provide until recently from its own and the local community's resources.

A great deal is being attempted on every hand. This Association is bringing together interested parties to further the concept and to advise and guide and to keep the needs before the public. But how effective is all this effort, this goodwill, this expertise going to be if it is not co-ordinated and not backed up with financial resources.

Which brings us to the basic and fundamental question-who pays for it all?

Here in New Zealand there are limitations to the sources of funds. Our central government is committed to provide for the manifold needs of the whole country with what it can extract from the taxpayer's pocket. Our local bodies are committed to provide for its citizens with what it can extract from the ratepayer's pocket. Local associations and agencies endeavour to provide their services with what they can extract from individual's pockets in the street and at the door. And if an individual happens to be a user and participator he invariably pays again for the privilege. So ultimately the money all comes from the one source - the citizen's pocket. Cannot this also be the subject of an exercise in co-ordination? If we really mean what we say about community education being the answer to many of our social ills, our mental health and our physical well-being, should there not be a massive injection of public money into the system that controls it - over and above that needed for the traditional forms of education we provide. We have so many valuable resources that could be much more heavily used for the common good. All we need is the wherewithal to use them to the fullest possible extent. What about a specific tax for the purpose - or a fixed percentage of the rapidly accumulating superannuation fund?

If we have established that our society generally needs the boost that we feel community education could give it, and having dabbled in the question of who is going to pay for it all, we should probably now take a brief look at how we are going to ascertain what any particular community sees as its greatest needs.

No two communities are the same so the needs felt within a community will differ, probably quite widely, with those felt in a neighbouring community with a different growth pattern, socio-economic structure or ethnic grouping. We are to hear later today about the question of surveying for needs so I will leave that to the experts. My plea is for consultation at every level on the widest possible basis. And even this can be quite inadequate. Perhaps the intelligent trained observer is in the best position to assess needs. He sees poor living conditions, neglected health, **wasted** resources, drunkeness,,neglected children, etc, and knows that a well-directed community programme could help in many ways. Doctors see suburban neurosis that could respond to a more positive and better motivated way of life, and so on.

I am convinced that many of those who middle-class observers see as being in considerable need are totally unconscious of needing anything. I can imagine trying to persuade any one earning several hundred dollars a week for the **minimum** expenditure of skills or energy that several hours in the tavern each day, frequent visits to the TAB, a low rent State house and wife who look after his bodily needs, several children to bear witness to his paternity potential, etc, has any needs at all that he can recognise himself. Some of you might consider that I am a prime case for psychiatric treatment, but frankly I don't feel the need for it - yet! It is the recognition of self-needs within the people themselves that provide us with the greatest challenge. How do we show people that than can better their condition, live happier lives, fulfil latent ambitions, use latent talents and uplift their "quality of life", when they are happy in their ignorance. We certainly cannot tell them - few would listen.

Perhaps our best chance is to provide a wide range of activities that can touch every aspect of their lives. If we can provide educational, cultural, recreational and social opportunities for every age and condition of people and provide them in a warm and welcoming atmosphere **we** may eventually be successful. Whatever we provide has got to be seen and felt to be better than that which they are currently enjoying. Any attempt to thrust education and culture down anyone's throat is doomed to failure - it always has been. If we can provide, on the other hand, a situation where even the most reluctant participant can see and feel the satisfaction of others in their participation, we will ultimately awaken some latent talents, activate some social consciousness and expose some deepseated and unrecognised needs. Once this is done the battle will be won and once the breakthrough comes in any group, be it family or gang, the spread of influence for good will be rapid.

However good the provision we make, however handsome the facilities we provide, however much money we pour in and however hard we work, we are not going to get results overnight. May be we will have to wait a whole generation or more to see positive wide-ranging results, but that doesn't mean that we shouldn't get started now. The sooner we start the better chance our grandchildren will have to lead full and happy lives.

How hard we are going to have to search for the right people to lead our programmes. The initiators, the motivators, the activitors are going to need to be very special people. But we know we have them, because our rather feeble early beginnings in these fields have revealed that there is always someone with the will and spirit as well as the capability to give the leadership needed.

Our society needs all that community education can give it whether it be in upgrading of our skills, learning new ones, making profitable use of our leisure,raising the standards of our physical and mental health, appreciating our heritage and our culture, preserving our environment, improving our personal relationships - every field of human life can benefit and we are privileged to be in on this rennaisance.

Our greatest obligation to those we live among is to prepare them to understand and to deal effectively with the world in which we all must live and not with the world we have known or the world we may personally prefer to have.

METHODOLOGICAL CONSIDERATIONS IN COMMUNITY SURVEYS

DESIGN OF COMMUNITY SURVEYS

The purpose of surveys can be either:-

(a) Descriptive. In this case only a description of the existing state of affairs is being attempted - i.e. what is the existing size of the population, age structure etc.

(b) Explanatory. This is where specific hypotheses are being tested, consequently it is the influence of one variable upon another that is at the centre of the survey. i.e. effect of income level upon housing choice/location.

The construction of a community survey of either type consists of carrying out a series of steps in a logical sequence.

(a) Definition of the problem to be investigated - i.e.in this case the delineation of the community to be studied.

(b) Establishment of the investigational categories. From the agreed list it can be seen there are two types:-

1. Factual - Population structure, age structure, occupational composition, house type, migration, length of residence, kinship.

2. Attitude/Opinion data - conflict/stability, focal points.

(c) Collection of basic data on the community from "official" statistics.

1. Population, age, occupational, migration. Data on these topics can be obtained from :-

   (i) Census of population, Regional Volumes, Migration tables and Economic Activity tables.

   (ii) New Zealand Official Yearbook.

   (iii)Electoral Registers - for data on changes between registrations

2. Background data on "focal" points from local documentary sources e.g. newspapers, parish magazines etc.

   Also valuable here are key informants - incumbents, landlords, local councillors, Community Workers.

   Having done this we are in a better position to determine the areas where fresh information is required.

   From the 'list' of investigational categories: kinship, neighbour relations, stability, conflicts could require data collection.

This leads to the fourth stage - that of sample design.

(d) Sampling. First have to decide whether the relevant population is individuals or households.

Can be either be done by :-

1. Simple random sampling by random numbers.
2. Systematic sampling by taking every nth household/individual (e.g. every 10th) from a list of the population. Usual lists in community surveys are the Electoral Register and the rating lists.

Note on sample size.

As the size of the sample increases the error of the estimate that you make from the sample to the population decreases. So the choice of sample size has to be determined by the degree of accuracy required together with time and resources available.

3. Quota Sampling. Not very accurate due to bias in the compilation of the sample by the interviewers.

(e) Data Collection. Having clearly defined the problem to be investigated, erected the investigational categories and constructed, where necessary, a sample, we can proceed to consider the various methods of data collection. Data can be collected in a number of different ways:-

1. Observation

2. Documentary Analysis

3. Social Surveys

(Only including here those likely to be used in the Community study)

(f) Observation. Observation can be either participant or non- participant. Most usual is by a participant who records systematically his observations (e.g. on a diary type recording sheet).

Observation has a number of problems:-

1. Limitation of our senses in that we cannot observe the whole of any situation, hence we abstact and often distort.

2. Observation and classification tend to be done at one and the same time, so that we tend to use phenomena as an example of a type that we have previously classified i.e. one student looks like another etc.

3. Interaction between the observed/observer. This reactivity between the observer and those he is observing can lead to modification of the situation under study. In some cases the observers have become so involved that they have initiated changes.

In the keeping of the diaries what is being attempted is a piece of observation therefore in the classifications that we make care should be taken to guard against 'instant classifications'.

(g) Social Surveys. Here there can be a number of different types depending upon the degree to which the questions and response categories are structured. Because of the structuring of the questions the formulation of questions becomes of crucial importance. The following points should be noted:-

1. No unnecessary questions.
2. Questions should not assume knowledge but should first establish the informant's level of knowledge.
3. Questions should be simple, clear, and unambiguous and should only ask one thing at a time.
4. Questions which are emotionally or value laden should be avoided.
5. The sequence of questions should be devised to assist the maintenance of the interest of the respondent.
6. Sensitive questions best in the middle - i.e. asked after rapport established. Classificatory questions best at the end.
7. Questions which condition the response should not normally be used. Most common types are those which:-

    (i) lead the respondent;
    (ii) make presumptions about his behaviour/attitudes;
    (iii) ask hypothetical questions.

8. It is necessary to decide whether to ask quetions in a generalised or personalised form.
9. Care has to be taken when gathering information about periodic behaviour (e.g. over a week or month).
10. Questions requiring memory or recall of events can often be unreliable.

The problem of producing good clear questions is considerable, therefore a questionnaire/interview schedule should always be tested on a friend/colleague etc prior to its use on the population to be investigated.

DATA ANALYSIS

(a) Once the data has been collected from the various sources it is necessary to treat it to a common/standardised method of analysis. The first task is to check the survey data for:-

1. Completeness - i.e. all questions have been fully answered.
2. Calculate response rate.

Having done this it is necessary to consider the survey data as a whole rather than just analyse each question separately but be continually looking for the interrelations and interconnections of the answers. Also be looking at the ways in which the survey data and the background data from the official statistics and the local documentary data complement each other.

(b) Analysis steps

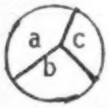
1. With survey data the first step would be to count up the answers to each question and establish frequencies of response.

2. This would lead to an exploration of the data in relation to key variables which are considered to have an effect upon behaviour within the locality. Obvious ones are age, sex, family status, occupation and length of residence. By this means the data can be fully explored.

(c) Presentation of Data. The most common ways of representing data are by figures, graphs and tables.

1. Figures

(i) Pie chart. This consists of a circle divided into segments with each segment representing a proportion of the total



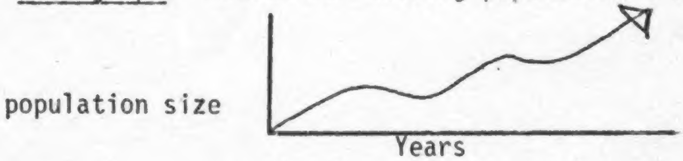
a = owner/occupiers; b = private tenants
c = council tenants

e.g. to show the occupancy structure of housing in a locality

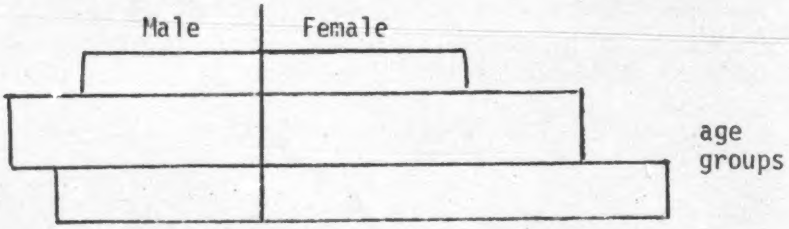
(ii) Pictogram. This is where a series of pictures is used representing the subjects - e.g. patterns of migration

Migration In ♀ ♀ where each ♀ = 10 people.
Migration Out ♀ ♀ ♀ ♀

(iii) Line graph. Useful for showing population trends



(iv) Bar chart. Here the bars represent the proportion of the population within a given category. This is particularly useful for population structure



2. Tables. Tables are the most successful way of portraying information with a high degree of accuracy. There are three types of table:-

(i) Univariate. This is where only one variable is tabulated at a time.

e.g. Age

Age groups	Numbers
0 - 9.9	10
10 -19.9	20
20 -29.9	40

Principles of Table Construction

(ia) Units in the left hand column must be mutually exclusive.
(ib) Tabulation must have internal logic and order, i.e. beginning with the smallest value and moving to the largest.
(ic) Choice of class intervals. It is usual to do this by:-
  (a) Establishing an array - i.e. setting out highest/lowest values, then finding the range and then determine the number of categories taking these two factors into account.
  (b) Intervals should be uniform.
  (c) Limits clearly specified.

(ii) Bivariate - Multivariate. This is where two or more variables are interrelated together, e.g. age and marital status (two variables) or age, sex and marital status (three variables).

(iii) Contingency table. This is one that shows the association between two qualitative attributes often 2x2 table, usually not more than 5x5.

	Participant	Non-participant	
e.g. Established Resident	12	1	13
Newcomer	1	12	13
	13	13	26

The table has case study value as it helps identify the 'normal' i.e. expected pattern - established resident/participant in locality and the deviant cases. This points to where attention should be concentrated in future investigation.

Whenever using tables it must always be made clear what they refer to and how the totals are arrived at, whether they are:-

(iiia) The total population within a defined locality under study.
(iiib) Total sample including non-respondents.
(iiic) Total replying to the particular question.
(iiid) Total number of respondents.

The analysis of data, therefore, requires the careful tabulation of the various types of data in order to examine the relationship between the various parts of the locality - i.e. population, housing, occupations, participation in activities etc. This will enable the identification of current patterns of activity and the nature of the active population, hence highlight areas of deficiency and need.

B.N. Smith and D.C. Thorns

* * * * * * * * * * * * *

THE STRUCTURE, FORMATION AND ANALYSIS OF SOCIOLOGICAL SURVEYS

SELECTED REFERENCES: (* Indicates the most useful initial reading)

A. General Introduction to Social Research

Blalock, H. M.	Introduction to Social Research
Goode, W. J. and P. K. Hatt 1952	Methods in Social Research, New York: McGraw-Hill.
*Labovitz, S. and R. Hagedorn 1971	Introduction to Social Research, New York: McGraw-Hill.

B. Questionnaire Design and Interviewing

1. Books

*Backstrom, Charles H. and Gerald D. Hursh 1963	Survey Research USA: Northwestern University Press.
Banaka, W. 1971	Training in Depth Interviewing, New York: Harper and Row.
Conway, J. A. et al 1974	Understanding Communities, Englewood Cliffs: Prentice-Hall.
Hyman, H. H. et al 1954	Interviewing in Social Research, Chicago: University of Chicago Press.
*Moser, C. A. and G. Kalton 1971	Survey Methods in Social Relations, Heinemann.
Oppenheim, A. N. 1966	Questionnaire Design and Attitude Measurement, Heinemann.
Parten, M. 1950	Surveys, Polls and Samples, New York: Harper.
Richardson, S. A. et al 1965	Interviewing, New York: Basic Books.
*Selltiz, Claire et al 1965	Research Methods in Social Relations, USA: Methuen, Chp 7 and Appendix C.
*Smith, H. W. 1975	Strategies of Social Research: The Methodological Imagination, Englewood Cliffs: Prentice Hall, Chp 8.

See also Goode and Hatt (1952)

2. Articles

Cannell, C. F. and R. L. Kahn 1968	Interviewing, In G. Lindzey and E. Aronson (eds) Handbook of Social Psychology, Vol 2, Reading, Mass: Addison Wesley, pp 526-95.
Couch, A. and K. Kenniston 1960	Yeasayers and Naysayers: Agreeing response set as a personality variable. Journal of

Gallup, G. 1947 The quintamensional plan of question design. Public Opinion Quarterly 11: 385-93.

Guest, L. L. 1947 A study of interviewer competence. Internal Journal of Opinion and Attitude Research 1: 17-30.

Kranser, L. 1958 Studies of the conditioning of verbal behaviour. Psychological Bulletin 55: 148-70.

Maccoby, E. and N. Maccoby 1954 The interview: a tool of social science. In G. Lindzey (ed) Handbook of Social Psychology Vol 1, Cambridge, Mass: Addison-Wesley, pp 449-87.

Mandler, G. and W. K. Kaplan 1956 Subjective evaluation and reinforcing effect of a verbal stimulus. Science 124: 582-3.

Quay, H. 1959 The effect of verbal reinforcement on the recall of early memories. Journal of Abnormal and Social Psychology 59: 254-7.

Salzinger, K. and S. Pisoni 1960 Reinforcement of verbal affect responses of normal subjects during an interview. Journal of Abnormal and Social Psychology 60: 127-30.

Saslow, G. et al 1957 Test retest stability of interaction patterns during interviews conducted one week apart. Journal of Abnormal and Social Psychology 54: 295-302.

Shapiro, S. and J. C. Eberhart 1947 Interviewer differences in an intensive interview survey. International Journal of Opinion and Attitude Research 1: 1-17.

Yarrow, L. 1960 Interviewing Children. In P. Mussen (ed) Handbook of Research Methods in Child Development, New York: Wiley, Chp 14.

C. Sampling

*Backstrom, Charles H. and Gerald D. Hursh 1963 Survey Research, Northwestern University Press, Chp 2.

Cochran, W. G. 1963 Sampling Techniques, 2nd ed, New York: Wiley.

Kish, L. 1965 Survey Sampling, New York: Wiley.

Mendenhall, W. et al 1971 Elementary Survey Sampling, Belmont, Cal. Wadsworth.

*See also Blalock (1972) Chp 21; Goode and Hatt (1952) Chp 14; Moser and Galtung (   ); Mueller et al (1970) Chp 11; Selltiz et al (1965) Appendix B; Smith (1975) Chp 6.

D. Survey Analysis

1. Statistical

*Blalock, H. M. 1972	Social Statistics, 2nd ed, USA:McGraw-Hill.
Freeman, L. 1965	Elementary Applied Statistics, New York: Wiley.
Korin, Basil P. 1975	Statistical Concepts for the Social Sciences, Cambridge, Mass: Winthrop.
*Mueller, J. H. et al 1970	Statistical Reasoning in Sociology, 2nd ed, Houghton Mifflin.
Siegel, S. 1956	Nonparametric Statistics for the behavioural Sciences, USA:McGraw-Hill.

*For a brief elementary treatment see Labovitz and Hagedorn (1971) Chp 6.

2. General

Blalock, H. M. 1961	Causal Inference in Non-experimental Research, Chapel Hill: University of North Carolina Press.
*Rosenberg, Morris 1968	The Logic of Survey Analysis, New York: Basic Books, Chps 8 and 9.

*See also Selltiz et al (1965) Chp 11; Smith (1975) Chp 14.

E. Critiques of the Survey Method

Deutsher, I. 1973	What We Say/What We Do, Scott Foresman.
*Phillips, Derek L. 1971	Knowledge From What? Theories and Methods in Social Research, Chicago: Rand McNally.

SURVEYING FOR UNIVERSITY COMMUNITY EDUCATION

Richard Bedggood

Introduction As early as the late forties some of us in New Zealand were aware of the development overseas and in New Zealand of the concept of Community Centres and Community Education as an important area of development in education for the future. I was personally involved in writing papers for the then young National Council of PTA Federations annual conferences on this general topic with the idea that we could convert people in education to the idea that schools particularly should have a wider and dual function in the community.[1] Submissions were also made to the Currie Commission of Education making a strong case for the widening of the function of the school incorporating the concept of the "Park School" idea and the "Community School".[2] The PTA Associations were in effect early adult education self-educating groups using the school for their meetings and discussions on education.

The Universities have only recently become involved in the Community Education concept and while all run programmes involving community classes, seminars and certificate courses, only one has a formalised section of its printed programme designated as "Community Education" with a supervisor in charge. Other sections of the work have been run under certificate programmes and continuing and adult education supervisors so that all in all at one University in particular a wide programme is in fact in operation. Professional courses for teachers interested also in community education have been held and are being developed still further.[3]

Overseas, Universities have been involved much earlier in the role of providing for the development of Community Education, particularly in the North American Continent. In Europe there has been less emphasis on this concept although certain school districts have developed schools for Community Education and indeed in England some very early schools existed in the thirties as they did in New Zealand. The Leicester Community Schools are well developed and elsewhere in England as in Lancashire also, but the Universities have been less involved in the theory, practice and training of Community Educators.

"The period of the fifties, sixties and early seventies brought the American Universities into direct contact with the community education concept. Not only have Regional University Centres, Cooperating University Centres and the National Centre of Community Education emphasised the training of leaders and dissemination of the idea, but the professional literature and the work of professional associations have brought a more general awareness of the concept of community education to the top levels of educational intellectualism. What will grow out of this association is yet to be determined. Professors in the Colleges of Education in practically all American universities are aware of the concept as increasingly influential; many of them are increasingly interested in the community education process and are becoming acquainted with various programmes of community education."[4]

I was able myself to meet Directors of some of the American Community Education Centres at the recent second International Conference of Community Educators at El Paso when I found that there was a National Centre as mentioned above and also fifteen University and other centres for Community Education and sixty-four University and other cooperating centres all involved in developing Community Education. The Universities have certainly become involved thoroughly in Community Education in the U.S.A. With the formation of the New Zealand Association for Community Education and the involvement of some University staff members it is to be hoped that they will concern themselves with this important development for the good of the New Zealand Community.

The Research Role of the University Social change and social pressures that are causing communities and schools to innovate new forms of Community Education are causing Universities to be more outward looking and to consider the needs of the Community surrounding the University. This outreach into the community was shown in the "Wisconsin idea" of some twenty or more years ago when the University of Wisconsin declared the boundary of the State as the boundary of the campus particularly for the development of University Extension and general adult programmes. New Zealand Universities have generally accepted boundaries but mainly for the recruitment of undergraduate students and only belatedly as an extended area of concern to the University in dealing with extra-mural and correspondence students.

The University has however recognised research as a chief concern of the University but again mainly on campus and very seldom in regard to the off campus and adult community. Only one University has had an appointment of a fulltime researcher and that proved very valuable in that several large surveys were taken which gave us some indication of the needs and clientele of that University area. The results of this survey are mentioned again later.

Auckland University has conducted several surveys over the years to discover its likely students and to assess the background of those students and their needs. These are again indicated below. At present one temporary lecturer is again doing some research into the programme of the Centre for Continuing Education.

More recently growing interest in the community towards continuing and community education; greater interest by taxpayers in the role of the university and minorities with their growing demands have made the Universities here and overseas appreciate their real communities in a democracy. The needs and expectations of the people are being made known to the University authorities and these are being met more and more by the Community Education programme of the Centre for Continuing Education at each University.

The reappraisal of tertiary education and its broader functions by the persons who support and employ the graduates or product of these institutions is becoming more evident. In order to satisfy these demands Universities will need to sample and research the demands in order to develop adequate and relevant programmes. Thus there is a growing demand for general courses, credit courses in certificate studies and professional continuing education. Research and surveys will further point up the needs and delineate the programmes offered. This is a University function acceptable to academics.

Earlier Surveys In research, surveys fall under the heading of descriptive research which usually includes

(1) Survey studies
(2) Interrelationship studies
(3) Development studies [5]

When initiating new institutions or programmes in many fields the technique of surveying the field is often used. Surveys collect data and detailed descriptions of existing conditions and facts with the intention of using the information or data to support and justify prevailing programmes and practices or perhaps to assist in making more relevant plans for improving the social, educational or economic conditions or processes. Initiation of community education therefore quite appropriately uses the survey technique in some form. Several have already been used successfully in New Zealand and we will hear more of them later.

Surveys may be broad in scope involving a national sample as with intelligence testing. More commonly they involve a restricted area of a local authority or institution and perhaps a restricted sample of that area as a pilot survey or as a survey of a selected sampling of the whole area or community. Data may be collected from a large number of related factors or just a few items of enquiry. The nature of the problem will decide the extent of the survey.

"The community wide survey is one of the keys to Community Education. It is the tool which enables all citizens to make their wants and needs known and it is the tool which arouses the interest of the people."[6]

The effects of a survey are wider than just the limited intentions of the survey. Information is gathered on survey topics but much more is offered; resource persons are discovered and the public is stimulated educationally. Important facets and items of Community education are discovered and the survey becomes an integral part of the whole process. There is 'grass roots' involvement of the teachers, parents and students and this is a basic ingredient of Community Education.

A.B. Thompson's Survey, 1945 A.B. Thompson was a Senior Lecturer on the staff of the Education Department, Auckland University and I had the pleasure of being a student under him in the early World War 2 years. He was commisioned to write the book "Adult Education in New Zealand" folowing a Conference on Adult Education in Christchurch in 1944, when pre-school education was also disucssed and development took place in these two extensions of education.

A.B. Thompson conducted a survey at the time and assembled the records of the W.E.A. and other institutions as a basis for his book also to predict the possible future of Adult Education both in organisation and the provision of programmes to the various groups needing further or adult education.

He states that entry to the University for adults could be by taking lectures for Certificates of Proficiency or by listening to Tutorials from University lecturers. After the age of 21 years adults could enter the University on degree programmes with a provisional matriculation. Apart from the University was the voluntary Association the Workers Educational Association, set up in 1913 by visitors from Australia.

Part-time study was also possible as the Universities ran repeat time-tables or put lectures on late afternoon and evening. Thus about two thirds of the students were part-timers until recently when restrictions were placed on part-time study. This is being reversed lately due to the fall off in students and shortage of finance.

The early lecture programmes of the Universities and the W.E.A. were broadly based and offered widely so were in a true sense community based and could be designated community Education in the best sense of the term. The WEA was tied to the University by a common Council with representatives and a Tutorial Committee. These were associated nationally by a Council of Adult Education (See diagram).

Thompson's survey and data are purely descriptive of the classes in existence and the records shown at the time indicate the number involved; the sampling of sexes, vocational groups and educational background. It showed in the main what students were like at the time and indicated their needs as shown by the class topics indicated. The process of selection of topics came mainly through the student representation on the Committees and feedback from the classes through their Secretaries.

1. Class form and Methodology. Thompson's figures indicate that the main form of provision was through the Tutorial class which consisted of a lecture followed by about an equal length of discussion. In the early thirties, students at these tutorials equalled all the students at Box course, Discussion and short course groups. During the War period the discussion groups grew. Box courses fell off but discussion courses rose above the tutorials due largely to war conditions and the absence of Tutors (See Table ii, Thompson) Tutorials fell from 62.7% to 37.7% in 1943 while short courses and groups went from 47.5% to 62.3% in 1943 over a period of fourteen years (Thompson, page 120)

2. Subject areas for Study Thompson's Table IV indicates the students taking the various subject areas in their studies. Certain trends were noticeable over the period the survey was taken from 1929 to 1943. About fifty per cent of the enrolments fell in the group literature, art music and drama. This included a considerable number of box course groups and some very large classes devoted to literature. The decline after 1935 is accounted for partly by the introduction of new subjects, and partly by the diminishing popularity of the box scheme (Thompson, p 126). There was an increase in the relative enrolment in economics classes during the early thirties then a fall off after that. The interest in International Affairs on the other hand grew due to the state of the world pre-war in the late thirties. Thus from 1926 to 1943 Thompson shows the following trends in subject areas :-

Sociological studies	from	1.7%	to	11.7%
International studies	"	3.2%	"	26.0%
Historical studies	"	15.5%	"	Nil
N.Z. and Pacific studies	"	11.5%	"	Nil
Literature, Art, Music and Drama	"	39.6%	"	29.1%
Philosophy and psychology	"	17.5%	"	16.7%
Economics and allied subjects	"	13.8%	"	5.5%
Science	"	4.9%	"	11.0%

Trends shown above did assist to some extent in the planning of courses but there were other factors than just choice operating as well. Provision of funds and the availability of lecturers were two factors present which affected class enrolments in subject areas. (See Thompson,p.177)

3. Background of the Students

a. Occupational - Thompson in Table V, page 202 gives the result of the survey in terms of occupation of the students for 1930 and 1939 to 1941. On the average the percentages from the different occupation groups were as follows - (W.E.A. Students)

Manual and craft	23.8%
Professional	8.4%
Farmers	6.5%
Office and Shop	15.9%
Teachers	9.1%
Domestic Duties, other and unspecified	36.3%

Thus we see the women students dominated the classes and groups while the Manual and Craft students came next in attendance. In the 1944 survey of Auckland city students 70% were women. Table VI shows the percentages in the occupational groups among Auckland Students with office employees in the greatest numbers at 23.2% and domestic duties at 20.3%.

b. Educational - Table VIII shows Thompson's figures for the educational background of the students as follows -

	Men	Women	Total
With Primary Schooling only	31.6%	14.4%	19.8%
With Primary and Night School only	12.8%	4.1%	6.9%
Primary and three years Secondary	30.1%	48.7%	43.0%
Full Secondary (four years and over)	25.5%	32.8%	30.3%
University, one or more years, included in above			17.6%

The development of educational institutions over the thirty years prior to the war meant that about 18% of the students had attended University and 30% had had four years or more at Secondary School and University. This would affect the level at which the lectures could be presented. Also it is seen that women enjoyed more education than did the men who went to work earlier. The higher the education the more it was realised by students that they needed to continue education.

4. Reasons for Continuing Education (Motivation)

Thompson's survey indicated in Table IX four categories for joining classes at the time -

	Men	Women	Total
Of use in present work	21.7%	20.6%	21.0%
To prepare for other work	24.3%	10.8%	15.3%
Leisure-time interests	36.2%	65.0%	55.4%
Other reasons	17.8%	3.6%	8.3%

Thus we see that men in particular had expectations of improving their work status and earnings while women in the main joined for leisure time interests although present work needs were high also. When asked how students heard of classes it was found that Publicity from friends ranked highest 56%; Newspaper advertisements 20%; radio 6%; other forms of advertisement 5%; through Trade Unions 2.7% (7.5% of the men). Personal publicity was important therefore and relating classes to work was important for the men and to non-work interests for the women. Table X also showed that those interested in classes were also members and interested in other educational agencies, the highest being in Public or commercial libraries (45%). The Church came second with 26%.

If we view Thompson's surveys as a whole we find they are mainly descriptive but that in fact they tell us a lot about the students and so can also be based as predictive in programme building for the future. No doubt these factors discovered by the survey were used by the programme builders of those times.

Auckland 1951 Survey The Adult Education Council of that year initiated a survey of the classes based largely on the survey made by Thompson in 1944 and so the result can be compared to some extent and used to show trends over the years as well as used to improve programmes in the fifties. Table 1.1951, provides the figures for age groups, and occupational groups in the classes during that year. It also provides in brackets the equivalent figures from Thompson's survey and the proportion of men and women in that survey figure. The total number of students in the survey were 406, so were evidently a sampling of the classes, but the basis of the sampling is not stated.

Occupational groupings are very much the same in both surveys

Group	Auckland 1944	Auckland 1951
Unskilled	5.7%	3.4%
Skilled Trade	17.6%	9.6%
Business Executive	5.5%	10.3%
Office worker & shop	26.9%	20.8%
Teacher	5.1%	7.3%
Professional	12,8%	17.7%
Student	1.8%	4.1%
Domestic Duties	20.3%	26.3%

Men were 31% of the total and women were 69% of the total; very much the same as in 1944.

Age groups when compared also were remarkably stable -

Under 20 years	5.2%	5.9%
20 - 25	13.4%	12,3%
26 - 30	14.4%	15.5%
31 - 35	18.9%	16.7%
36 - 40	10.9%	11,8%
41 - 45	11.2%	13.5%
46 - 50	8.7%	11.0%
51 - 55	5.7%	6.4%
56 and over	10.0%	6.4%

The 31 to 35 year old group were the largest in both surveys. The above figures again, in 1951, indicated the occupational and age groups to be catered for in new programmes.

Other Data from Auckland Survey 1951 Table II lists the age and socio-economic background of the students listing themselves as engaged in Domestic Duties. Thompson did not give figures for this but the 1951 figures can be read off the Table supplied. The greatest number of them, all women, were in the 36 to 45 years age group. Again their socio-economic group indicated that 29% came from Professional families, 29% from Business owner or executive families; 23% from skilled groups; 10% from Office Backgrounds; 2% from Unskilled and 1% from a teacher family. Probably the Teacher should have been added to the Professional group and made it the largest at 30%.

Table III indicated the Subject area they joined with "The Way to the Stars" and "The House Today" the best attended courses -

How informed, by advertisement, Programme, Friend or Poster; and the friend (35.3%) came out on top as it had in the Thompson Survey, with the programme second (still largely the same today) 30.4%.

Whether attended previously - Year before (1950), or previously. 79.4% had attended previously; 44.2% the year before and 55.8% previous to that. Thus a high proportion of the students had attended before, about 20% only being new, and quite a number had attended for some years. Thompson put 10% as the number attending almost continuously. (A Continuing Student)

Table IV provides data on Educational Background and Purpose (or Motivation) in attending. Comparable figures from the Thompson Survey are given and can be read from the Table. Numbers for each of the classes surveyed are also provided to indicate differences in subject areas.

Educational Background	Auckland 1944	Auckland 1951 (432)
Primary School only	19.8%	6.7%
Night classes	6.9%	5.5%
Up to 3 years Secondary	43.0%	37.5%
Four years or more Secondary	12.7%	24.3%
University - One year	5.4%	5.7%
Two years	4.2%	5.5%
Three years	2.8%	5.5%
Four years or more	5.2%	9.0%
Purpose in joining class (Motivation) (448)		
Use in present work	21.0%	12.0%
Preparation for other work	15.3%	10.5%
Leisure time studies	55.4%	67.2%
Other reasons	8.3%	10.2%

Thus in educational background we see a move, as we would expect, from Primary education only to a greater number in 1951 with Four years Secondary and University Education. This can be due to higher educational qualifications for the population as a whole or a shift towards a middle class provision of classes - probably a little of both. It also represents a difference in the clientele from the students of the W.E.A. of 1944 and the students of the post 1949 Act which gave Universities a greater part in Adult Education and from whose classes the 1951 figures came.

Other Surveys

1. 1969 Survey of classes in the Auckland University Extension Programme. The Data for this survey is not available. (The Questionaire is)
2. 1968 Survey of classes at three Institutions in Wellington, conducted by Roger Boshier, research assistant then at Victoria University Department of Adult Education. (Data is available)
3. 1971 Survey of Auckland University Classes in Third Term by R. Bedggood (Data is available).

References

1. New Zealand Council of P.T.A. Federations AnnualConference Paper 1952
2. New Zealand Council of P.T.A. Federations Submissions to Currie Education Commission 1960
3. Annual Report, Centre for Continuing Education, University of Auckland 1974
4. Community Education; A developing concept. Maurice F. Seay, Pendall Publishing Coy, 1974
5. Understanding Educational Research, D.B. Van Dalen, McGraw-Hill,1962
6. The Community Education Handbook, R.I. Berridge, Pendall Publishing Coy 1973

TABLE I - AGE & OCCUPATION DISTRIBUTION, AUCKLAND, 1951.

Age groups				Occupational Groups.																		% of Total (Age Groups)	
				Unskilled Trade		Skilled Trade		Business Owner or Executive		Server in Shop		Office Employee		Teacher		Professional		Student		Domestic Duties			
	M.	F.	T.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
Under 20	10	14	24	2	-	1	1	-	-	-	-	-	6	-	-	1	1	6	6	-	-	5.9	(5.2)
20-25	21	29	50	1	-	6	2	-	1	-	-	8	11	1	4	3	5	2	3	-	3	12.3	(13.4)
26-30	21	42	63	2	-	7	-	4	2	1	-	3	10	-	5	4	10	-	-	-	15	15.5	(14.4)
31-35	22	46	68	-	1	5	3	5	2	2	-	2	16	1	1	7	11	-	-	-	12	16.7	(18.9)
36-40	14	34	48	-	-	3	2	4	4	1	1	1	5	2	2	3	4	-	-	-	16	11.8	(10.9)
41-45	9	46	55	1	3	2	2	3	4	-	1	-	8	-	4	3	3	-	-	-	21	13.5	(11.2)
46-50	16	30	46	-	1	4	-	4	4	-	-	1	3	1	2	6	2	-	-	-	13	11.0	(8.7)
51-55	4	22	26	2	-	1	-	-	1	-	-	-	2	-	5	1	1	-	-	-	13	6.4	(5.7)
56 & over	9	17	26	-	1	-	-	3	1	-	-	1	2	1	1	4	3	-	-	-	9	6.4	(10.0)
TOTALS	126	280	406	8	6	29	10	23	19	4	2	16	63	6	24	32	40	8	9	-	107		
				14		39		42		6		79		30		72		17					
% of Total	31	69	100	3.4 (5.7)		9.6 (17.8)		10.3 (5.5)		1.4 (3.7)		19.4 (23.2)		7.3 (5.1)		17.7 (12.8)		4.1 (1.8)		26.3 (20.3)		100	

Figures in brackets refer to the comparable figures from A.B.Thompson's "Adult Education in New Zealand" (New Zealand Council for Educational Research)

TABLE I - AGE & OCCUPATION DISTRIBUTION, AUCKLAND, 1951.

Age oups				Occupational Groups.																% of Total (Age Groups)	
				Unskilled Trade		Skilled Trade		Business Owner or Executive		Server in Shop		Office Employee		Teacher		Professional		Student		Domestic Duties			
	M.	F.	T.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
der 20	10	14	24	2	-	1	1	-	-	-	-	-	6	-	-	1	1	6	6	-	-	5.9	(5.2)
-25	21	29	50	1	-	6	2	-	1	-	-	8	11	1	4	3	5	2	3	-	3	12.3	(13.4)
-30	21	42	63	2	-	7	-	4	2	1	-	3	10	-	5	4	10	-	-	-	15	15.5	(14.4)
-35	22	46	68	-	1	5	3	5	2	2	-	2	16	1	1	7	11	-	-	-	12	16.7	(18.9)
-40	14	34	48	-	-	3	2	4	4	1	1	1	5	2	2	3	4	-	-	-	16	11.8	(10.9)
-45	9	46	55	1	3	2	2	3	4	-	1	-	8	-	4	3	3	-	-	-	21	13.5	(11.2)
-50	16	30	46	-	1	4	-	4	4	-	-	1	3	1	2	6	2	-	-	-	18	11.0	(8.7)
-55	4	22	26	2	-	1	-	-	1	-	-	-	2	-	5	1	1	-	-	-	13	6.4	(5.7)
& over	9	17	26	-	1	-	-	3	1	-	-	1	2	1	1	4	3	-	-	-	9	6.4	(10.0)
TOTALS	126	280	406	8	6	29	10	23	19	4	2	16	63	6	24	32	40	8	9	-	107		
				14		39		42		6		79		30		72		17					
of otal	31	69	100	3.4 (5.7)		9.6 (17.8)		10.3 (5.5)		1.4 (3.7)		19.4 (23.2)		7.3 (5.1)		17.7 (12.8)		4.1 (1.8)		26.3 (20.3)		100	

Figures in brackets refer to the comparable figures from A.B.Thompson's "Adult Education in New Zealand" (New Zealand Council for Educational Research)

TABLE III, showing how informed, interests and number with previous attendance. 1951

Class	How Informed				No. attended previously		
	Advert.	Programme	Friend	Posters	1950	Prior to 1950	Total previously
Sketch Class	1	2			2	3	5
German I	13	20	16	6	14	25	39
Stream of Western Music	11	8	21	6	11	9	20
Industrial Psychology	9	14	13	4	22	25	47
Way to the Stars	14	15	17	2	18	22	40
Local Government	1	1	-	-	-	1	1
Ten Masterpieces	10	13	14	2	18	19	37
Between East & West	13	7	6	-	11	17	28
Dramatic Criticism	2	3	4	-	5	5	5
House Today	14	12	11	-	9	18	27
Appreciation of English Literature	1	6	2	1	5	2	7
Public Speaking	9	10	9	1	5	10	15
English for Everyday Use	8	9	12	1	10	12	22
Novel in Europe	-	-	4	-	4	4	8
Horticulture	9	3	14	-	8	7	15
TOTALS	115	123	143	23	142	179	321
		404					
% of Total	28.4	30.4	35.3	5.6	44.2	55.8	79.4

TABLE 4 - Educational Background & Purpose in Class Membership

Class	Educational Background				University Ed.				Purpose in Joining Class			
	Prim School only	Night Classes	Up to 3 years Sec.	4 years or more Sec.	1 year	2 yrs	3 yrs	4 yrs	Use in present work	Prep for other wk.	Leisure Time	Other Reasons
Sketch	-	-	1	1	-	-	1	-	-	-	3	-
German	2	4	26	13	2	3	3	6	3	17	30	12
Stream of Western Music	2	-	13	13	4	3	3	5	3	3	37	3
Industrial Psychology	8	2	12	10	3	2	1	3	12	7	24	4
The Way to the Stars	3	4	20	10	2	5	1	4	3	1	40	3
Ten Masterpieces	1	2	15	8	4	2	4	6	-	1	39	-
East and West	-	3	8	5	-	1	3	2	-	-	16	3
Dramatic Criticism	-	-	4	4	1	-	-	-	-	1	7	-
House Today	-	2	8	12	2	4	2	5	8	5	18	7
Appreciation of English Literature	1	-	1	4	-	1	2	1	-	-	8	1
Public Speaking	1	3	12	3	2	-	1	3	12	5	8	2
English for Everyday Use	4	1	15	4	1	2	-	-	5	2	17	5
Novel in Europe	-	-	3	-	-	-	1	-	-	1	2	-
Horticulture	2	-	5	11	2	1	-	3	1	1	23	2
Others	5	3	19	7	2	-	2	1	7	3	29	4
TOTALS	29	24	162	105	25	24	24	39	54	47	301	46
	432								448			
% of Totals	6.7	5.5	37.5	24.3	5.7	5.5	5.5	9.0	12.0	10.5	67.2	10.2
	(19.8)	(6.9)	(43.0)	(12.7)	(5.4)	(4.2)	(2.8)	(5.2)	(21.0)	(15.3)	(55.4)	(8.3)

Figures in brackets refer to the comparable figures from A.B. Thompson's "Adult Education in New Zealand" (New Zealand Council for Educational Research).

TABLE XIV. DETAILED CLASSIFICATION OF GROUPS AND STUDENTS, 1929-1943

YEAR	TUTORIAL CLASSES										SHORT COURSES										BOX SCHEME										COURSES FOR STUDY, I CORRESPONDEN					
	Auckland		Wellington		Canterbury		Otago		Total		Auckland		Wellington		Canterbury		Otago		Total		Auckland		Wellington		Canterbury		Otago		Total		Auckland		Wellington		Canterbury	
	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St
1929	18	1143	22	1475	19	1103	23	852	82	4573	11	343	22	931	—	—	—	—	33	1274	—	—	—	—	—	—	—	—	—	—	13	287	5	535	26	496
1930	15	1065	22	824	25	1214	21	768	83	3871	8	210	31	1329	7	170	5	119	51	1828	21	542	20	358	28	564	7	78	76	1542	—	—	10	g	—	—
1931	14	1080	20	927	29	1298b	19	821	82	4126	4	65	6	224	1	10	5	121	16	420	29	610	34	516	43	659	11	194	117	1979	—	—	27	288	13	170
1932	10	812	6	332	20	1019	20	620	56	2783	4	145	16	580	—	—	9	202	29	927	37	634	41	621	40	641	9	180	127	2076	26	438	31	372	25	g
1933	20	762	7	315	20	1009	18	538	55	2624	—	—	14	489	—	—	—	—	14	489	36	572	38	456	40	578	9	144	123	1750	21	341	21	253	28	g
1934	9	636	5	256	21	768	17	496	52	2156	1	25	4	196	—	—	—	—	5	221	42	574	30	402	35	551	10	150	117	1677	8	114	18	207	28	g
1935	9	526	4	234	21	700	18	546	52	2006	—	—	9	377	—	—	7c	147	16	524	24	369	25	314	36	494	17	183	102	1360	21	329	15	170	—	—
1936	13	704	6	219	23	833	25	741	67	2497	2	38	7	287	—	—	—	—	9	325	19	299	25	258	27	404	8	94	79	1055	31	398	20	200	—	—
1937	9	528	2	80	26	866	25	693	62	2167	2	96	29	884	—	—	3	98	34	1078	11	141	26	358	21	304	7	119	65	922	39	652	64	826	8	85
1938a	10	628	6	194	17	536	15	357	48	1715	13	342	30	674	8	204	30	661	81	1881	5	55	11	135	24	349	6	79	46	618	44	618	77	851	29	303
1939	11	517	2	89	15	605	11	322	39	1533	3	89	24	514	8	218	14	281	49	1102	6	68	11	159	32e	416	1	13	50	656	93	1095	86	957	—	—
1940	7	337	5	235	16	552	10	288	38	1412	11	277	16	485	4	70	11	289	42	1121	d	—	—	—	—	—	—	—	—	—	65	763	81	1032	40	564
1941	10	355	6	206	12	441	14	387	42	1389	9	175	14	514	11	390	1	11	35	1090	d	—	—	—	—	—	—	—	—	—	63	650	58	720	41	471
1942	12	425	12	342	13	459	20	460	57	1686	—	—	15	378	6	134	—	—	21	512	d	—	—	—	—	—	—	—	—	—	47	585	26	306	34	340
1943	17	655	20	605	14	631	12	376	63	2267	3	218	9	215	11	289	5	134	28	856	d	—	—	—	—	—	14f	248	14	248	67	939	67	642	42	420

a From 1938 the definition of 'tutorial class' and 'short course' was altered by including 'half-courses'. Such courses, since they resemble short courses, are included in the table under 'short courses'.

b Includes 9 classes and 301 students in CAR.

c This includes 5 midday classes with 94 students.

d Box Scheme and Discussion Groups returned jointly.

e Includes an unspecified number of

f Drama groups.

g No returns.

TABLE XIV. DETAILED CLASSIFICATION OF GROUPS AND STUDENTS, 1929-1943

CLASSES					SHORT COURSES										BOX SCHEME										COURSES FOR STUDY, DISCUSSION, CORRESPONDENCE										GRAND TOTALS	
bury	Otago		Total		Auckland		Wellington		Canterbury		Otago		Total		Auckland		Wellington		Canterbury		Otago		Total		Auckland		Wellington		Canterbury		Otago		Total			
St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St	C	St
1103	23	852	82	4573	11	343	22	931	—	—	—	—	33	1274	—	—	—	—	—	—	—	—	—	—	13	287	5	535	26	496	9	127	53	1445	168	7292
1214	21	768	83	3871	8	210	31	1329	7	170	5	119	51	1828	21	542	20	358	28	564	7	78	76	1542	—	—	10	g	—	—	4	114	14	114	224	7355
1298b	19	821	82	4126	4	65	6	224	1	10	5	121	16	420	29	610	34	516	43	659	11	194	117	1979	—	—	27	288	13	170	1	49	41	507	256	7032
1019	20	620	56	2783	4	145	16	580	—	—	9	202	29	927	37	634	41	621	40	641	9	180	127	2076	26	438	31	372	25	g	1	30	83	840	295	6626
1009	18	538	55	2624	—	—	14	489	—	—	—	—	14	489	36	572	38	456	40	578	9	144	123	1750	21	341	21	253	28	g	—	—	70	594	262	5457
768	17	496	52	2156	1	25	4	196	—	—	—	—	5	221	42	574	30	402	35	551	10	150	117	1677	8	114	18	207	28	g	—	—	54	321	228	4375
700	18	546	52	2006	—	—	9	377	—	—	7c	147	16	524	24	369	25	314	36	494	17	183	102	1360	21	329	15	170	—	—	—	5	36	504	206	4394
833	25	741	67	2497	2	38	7	287	—	—	—	—	9	325	19	299	25	258	27	404	8	94	79	1055	31	398	20	200	—	—	4	71	55	669	210	4546
866	25	693	62	2167	2	96	29	884	—	—	3	98	34	1078	11	141	26	358	21	304	7	119	65	922	39	652	64	826	8	85	9	98	120	1661	281	5828
536	15	357	48	1715	13	342	30	674	8	204	30	661	81	1881	5	55	11	135	24	349	6	79	46	618	44	618	77	851	29	303	25	363	175	2135	350	6349
605	11	322	39	1533	3	89	24	514	8	218	14	281	49	1102	6	68	11	159	32e	416	1	13	50	656	93	1095	86	957	—	—	32	342	211	2394	349	5685
552	10	288	38	1412	11	277	16	485	4	70	11	289	42	1121	d	—	—	—	—	—	—	—	—	—	65	763	81	1032	40	564	37	449	223	2808	303	5341
441	14	387	42	1389	9	175	14	514	11	390	1	11	35	1090	d	—	—	—	—	—	—	—	—	—	63	650	58	720	41	471	33	369	195	2220	272	4699
459	20	460	57	1686	—	—	15	378	6	134	—	—	21	512	d	—	—	—	—	—	—	—	—	—	47	585	26	306	34	340	27	447	134	1678	212	3876
631	12	376	63	2267	3	218	9	215	11	289	5	134	28	856	d	—	—	—	—	—	14f	248	14	248	67	939	67	842	42	420	30	417	206	2618	311	5989

ition of 'tutorial class' and 'short course'
ncluding 'half-courses'. Such courses,
ble short courses, are included in the
courses'.

b Includes 9 classes and 301 students in CAR.

c This includes 5 midday classes with 94 students.

d Box Scheme and Discussion Groups returned jointly.

e Includes an unspecified number of discussion courses.

f Drama groups.

g No returns.

The Assessment of Community Education Needs: the Masterton Study

Alan C. Webster
Massey University

Two routes to the assessment of community needs may be found in current approaches to community education. The first, which we may term Democratic-Atheoretical, emphasizes what the people want and bases decisions on what community members say they or their community need. In this case, social policy is based on perceptions and value-judgments which must be subsequently translated into practical terms by social scientists, or more often, professional educators. This approach usually by-passes assessment and gets right on with preferred action.

The second approach, which we shall term Theory-based-Humane, emphasizes how the people are doing, as defined on functional dimensions developed by the social scientist and provides principles upon which social policy may be based. The further task is to get agreement on goals for action. This approach is more like a physical education instructor's performance assessment.

The first approach has the advantage of consensus, or at least of implicit consent. If you can accurately translate what they mean by what they want, then you have a mandate for action. The disadvantage may be that, for lack of a diagnostic social science base, this approach will be an extension of sectional assumptions and values, lacking in attention to the interdependency of social events and the causal patterns underlying those events. Without such understanding, the likelihood of setting up programmes designed to attend to major factors is greatly reduced. The people will let you act, but the action is less likely to be effective or accurate in terms of critical factors.

The second approach has the advantage of systematic observation of the social processes which it is hoped to affect but the disadvantage of being dependent for its definitions and questions upon prior theory and technical procedures, relatively inaccessible to, if not incomprehensible to, most of the people. The resultant understandings may provide a potential basis for action geared to the amelioration of social deficits and the promotion of social goods. However, in order for the social science approach to lead to action, community values must first be determined, goals decided and defined, and operational definitions of objectives be agreed. If the new knowledge produced by the social scientist is to be taken seriously, its implications and the resultant range of possible courses of action must be expounded by the social scientist, so as to provide a base for value judgments and social policy decisions by the people.

The differences between the two procedures may be seen in Figures 1(a) and 1(b). Major contrasts between the two approaches are in (1) the role of theory in the theory-based approach, as the controlling rational touchstone, (2) the greater determining influence of institutional norms in the atheoretical approach, (3) the greater randomness of selection criteria for leaders in the absence of clear definitions of both processes and goals in the atheoretical case, (4) the relative arbitrariness of social policy in the atheoretical model as compared with the preparation of the community with valid knowledge and explanatory models in the theory-based approach, (5) the use of theory as the basis for programme development in the theory-based model, (6) the prior definition of criteria of programme outcomes in the theory-based model, (7) the informed involvement of the community at two points in the theory-based model, and (8) the psycho-cybernetic process of recycling of input, output and feedback in relation to a continually evolving model of effectiveness in the theoretical approach. The figure suggests that the theory-based approach can more responsibly claim to be humane, since it uses accountable knowledge in relation to human values. The atheoretical model is superficially democratic, but in fact is subject to all kinds of systematic pressures and intrusions because it has no way of taking account of factors influencing policy development and is seldom able to demonstrate clear goals and accountable methods.

Actual instances of research into community education needs may involve features of each of the models. In most cases, as for example the feasibility study regarding a Northland community college, theoretical assumptions are implicit. While not decrying such studies, it remains valid to hope that assumptions about such matters as the relationships of home and school or about effective processes of training in human relations, would be made explicit before programmes are entered upon.

In brief, community education programmes depend for their direction upon the use of social scientific knowledge in the service of human values. The present paper concerns an attempt to develop some of that knowledge as a base for possible community action in one region.

It was considered that the most revealing indicators of socialization processes would be gained by careful study of the adolescent population. Effects of social background factors on the development of adolescents would give a lead to identification of critical areas of concern.

The general subject of inquiry, then, was socialization in its socio-emotional and cognitive dimensions. The expected result of the study was identification of social background. factors influencing socialization. In order to produce this knowledge, definition of the major dimensions of environmental, social-emotional and cognitive factors would be necessary. Using data on those dimensions, assessments of the relative weight of variables, whether predictors or outcome criteria, could be obtained.

Research Design

The guiding principle for the study was that, to avoid arbitrary limitations, research should take account of the interaction of environmental-contextual factors with individual characteristics.

In other words, policy research into community education is multivariate research in person-environment settings. "Educational research is" as Tatsuoka (1969, p.740) points out, "inherently multivariate in nature". The search for relevant person-environment variables demands an "ecological psychology" strategy (Shulman, 1970, p.376). The objective of such research is to move toward identifying the dominant environmental variables, describing them adequately, and assessing their relative influence. In so doing, broad distinctions like 'advantaged-disadvantaged' or 'authoritarian-democratic' become unimportant, and the focus is drawn to complex environmental and personal forces. (Gooch and Kellmer-Pringle, 1965.) Current thinking on policy research is well represented by Mitchell's (1969) list of five criteria for a research method in psychology which would contribute more efficiently to the solution of "our critical educational and social problems".

1. Conceptualization of research problems, as often as feasible, within the framework of person-environment systems.
2. Conceptualization of research problems in multivariate terms that accurately reflect the complexity of both personological and environmental domains.
3. Provision of appropriate techniques for measuring critical environmental and situational variables that are at least as reliable, valid and precise as those techniques we now employ for measuring psychological variables.
4. Provision of methods for defining and assessing person-environment relationships that are theoretically, logically and operationally defensible.
5. Application of multivariate statistical methods appropriate for analyzing the data derived from such a research setting.

Prominent exemplars of multivariate methods serve to bring to focus two further characteristics of such methods. Cooley and Lohnes (1971) argue persuasively for a heuristic rather than hypothesis-testing function of such research - the discovery and refinement of constructs which may prove theoretically fruitful. The statistics provide results which push exploration forward, rather than - as in the case of hypothesis-testing analyses - looking backward.

Additionally, Cooley and Lohnes (op.cit. p.6) advance the view that multivariate procedures have transformed survey research since, in Cattell's words, the new approach

> "..took life's own manipulations, in clinical, social, and physiological data, and by more intricate, non-interfering statistical finesse teased out the causal connections among data which could not be manipulated."

In the same connection, Lohnes referred with approval to Flanagan's 1952 statement to the Psychometric Society that psychology needs to devote a great deal of attention to studying human beings in their natural environments. (Lohnes, 1966).

Various workers (Mayeske, 1969; Thurston, et al., 1970; Lohnes, 1966; Cartwright, 1969; Gibbons and Lohnes, 1969) agree on the whole that factor analysis serves admirably to introduce order into an otherwise unmanageable mass of facts. Furthermore, factor analysis may be used as an exploratory device strategically preceding multiple regression analysis to help determine what variables and measures are worth putting into a regression analysis.

The Research Model

Questions addressed by the model were of two kinds:

1. Questions about the dimensions of social background, family influences and individual personality
2. Questions about the unique and joint effects of home background and personality on socialization/education outcomes

While much information was analyzed by simpler counting of frequencies of responses, the more complex questions just referred to were answered by factor analysis and regression analyses. Special questions were attacked according to the following theoretical model.

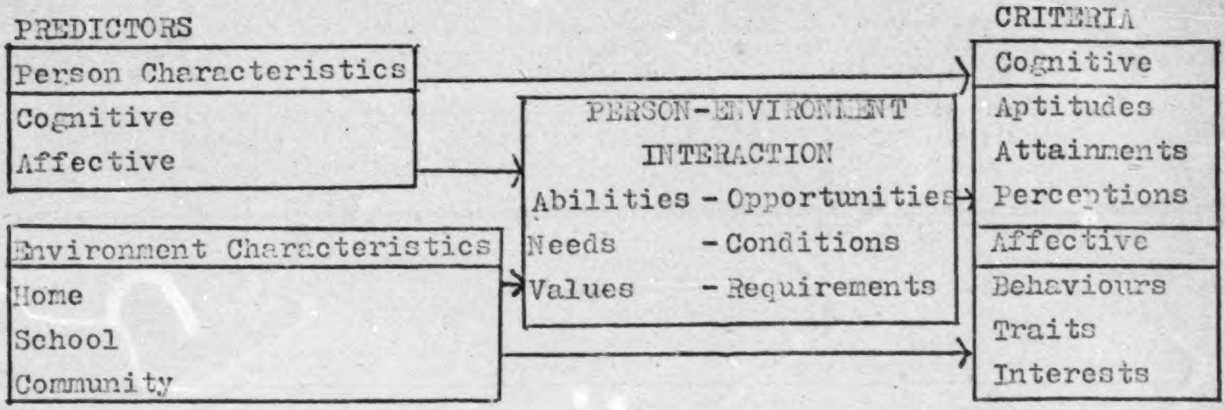
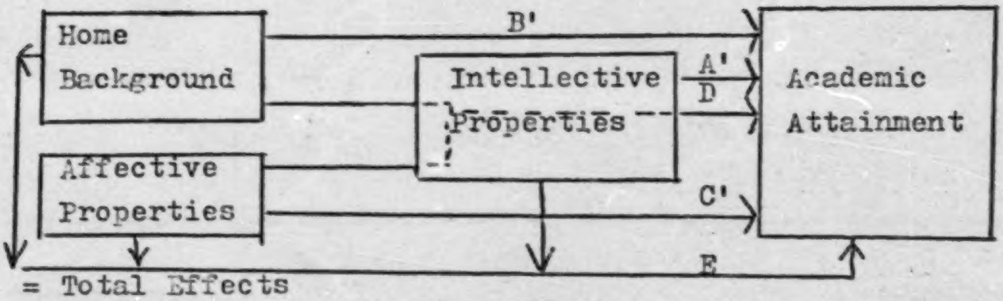

PREDICTORS
Person Characteristics
Cognitive
Affective
Environment Characteristics
Home
School
Community
PERSON-ENVIRONMENT INTERACTION
Abilities - Opportunities
Needs - Conditions
Values - Requirements
CRITERIA
Cognitive
Aptitudes
Attainments
Perceptions
Affective
Behaviours
Traits
Interests

Figure 2: Model of Theoretical Relationships Among Person-Environment Characteristics and Personality Outcomes

The arrows from left to right in the model represent the exploratory process of discovering relationships between the predictor and outcome sets. The intervening box, entitled Person-Environment Interaction, represents the internal process in individuals which is inferred from the fact that the sum of the predictions contributed from the person and environment categories taken separately does not equate with the totality of predictive efficiency obtained from the two sets of predictors taken together. The model is adapted from one given in Bachman, et al. (1968). A major inference of the model is that interactions of the setting and of the internal dynamics of the individual are such as to influence outcomes in a manner which is not attributable to the variation in either one of the interacting variables.

Figure 3 summarizes the hypothetical effects of home background, affective properties and intellective properties on academic attainment using exclusive regression analyses.

Example of exclusive analysis:
Given that
E (Total Effects) = 36.34%
A (Uncorrected Intellective Effects) = 30.79%
B (Uncorrected Home Environment Effects) = 5.81%
C (Uncorrected Personality Effects) = 15.01%
A+B(Combined Intellective and Home Effects) = 33.11%
A+C(Combined Intellective and Personality Effects) = 34.38%
B+C(Combined Home and Personality Effects) = 19.68%


Home Background
B'
Intellective Properties
A'
D
Academic Attainment
Affective Properties
C'
E

E = Total Effects
A = Uncorrected Intellective Effects
B = Uncorrected Home Background Effects
C = Uncorrected Affective Effects
A' = E - (B+C) = Corrected Effects of intellective properties independent of home background and affective properties
B' = E - (A+C) = Corrected Effects of home background independent of intellective and affective properties
C' = E - (A+B) = Corrected Effects of affective properties independent of home background and intellective properties
D = E - (A+B+C)= Joint effects of home background and affective and intellective properties

Figure 3: Summary model of exclusive analysis of effects of home background, affective properties and intellective properties on academic attainment

A' = Independent effects of intellective variables
= E - (B+C) = 36.34 - 19.68 = 16.66%
B' = Independent effects of home environment
= E - (A+C) = 36.34 - 34.38 = 1.96%
C' = Independent effects of personality
= E - (A+B) = 36.34 - 33.11 = 3.23%
D = Joint or interaction effects of home environment, intellective properties and affective properties
= E - (A'+B'+C') = 36.34 - 21.85 = 14.49%
Total Intellective Effects = Independent Intellective Effects plus Joint Effects = A'+D = 31.15%
Total Home Environment Effects = Independent Home Effects plus Joint Effects = B'+D = 16.45%
Total Personality Effects = Independent Personality Effects plus Joint Effects = C'+D = 17.72%

These are actual results of the analyses of the influence of intellective predictors (aptitudes and I Q), of home background, (parent education, family relations, etc.), and personality (adjustment, interests, attitudes, etc.) on academic averages in the Masterton secondary schools. The analyses show that a simple correlation analysis could mistakenly be used as a basis for assuming that about 80% of the known effects of the predictors is due to intellective factors and therefore any intervention should focus on intellectual programmes. But the independent effect of intellective properties is in fact only 46% of the total influence accounted for, while joint effects of intellective variables interacting with home influences and personality account for another 40% of the total accounted for. An intervention strategy which overlooked interaction effects would miss nearly half of the potential effects involving intellective properties. In other terms, failure to take account of home background and affective influences could vitiate nearly half the effects of an intellectual programme.

A parallel analysis of influences on adolescents' predelinquent adjustment showed that while the problem appeared to be almost totally one of general personality adjustment, yet almost exactly half of the variance was explained by joint effects of home background and affective properties. An intervention programme which acted on the fact that 96% of the known effects was attributable to personality adjustment might engage in individual counselling. The exclusive analysis showed, however, that half of that influence was contributed by interaction of home environment with personality. Furthermore, a major contributing variable within the personality adjustment variables was that of Family Relations, thus indicating that the family environment is in fact involved in much more than half of the 60% of delinquent tendency which the analysis accounted for. In other terms, any programme to counter pre-delinquent socialization must concentrate much more than half of its resources upon the family environment.

Results

Social Background

In seven secondary schools, including two state co-educational schools, a Catholic boys and a Catholic girls schools, and one non-sectarian, private boys school, a predominance of pupils of higher socio-economic level homes was found in the non-Catholic private schools.

Indices of higher socio-economic level of the family were associated with at least twenty educational variables including more pre-school education, more private school education, less mother employment, less father absence, greater continuance at school, less delinquency, more parental pressure to succeed in school, more regular pupil-parent companionship on outings, more supportive and respectful family climate, more positive attitude to teachers and higher primary school reading and arithmetic levels.

Disadvantages especially affecting delinquents, Maoris and those of unskilled parents included lower parental education, greater father absence, large families, less active parental concern about school failure, less family outings, deficient family climate, lower primary school reading and arithmetic levels, more negative view of how teachers regarded them, lower expectation of opportunity, and lowest self-ratings of happiness.

Factor analysis of fifteen variables of the general family environment extracted six factors:

I Parental Education
II Urban Residence
III Private School Attendance
IV Family Size
V Father Absence
VI Father Deceased

Maori race was a component of the family size factor.

Family Relations

In order to measure the effects of parents on socialization outcomes, an extensive preparatory study of the dimensions of parent-child relations was carried out, culminating in a family relations questionnaire which was factor-analyzed to produce scales. The factors were:

I Support - Understanding
II Anger - Rejection
III Respect - Acceptance
IV Anxiety - Sensitivity
V Demand

When scores on mothers and fathers on these scales were placed along with other data on family warmth, respect, companionship, cooperation and demand, and the whole set factor-analyzed to obtain patterns of family relations which included both mother and father characteristics, eight factors were obtained:

I Respect and Warmth
II Mother-Demand/Father Support
III Mother and Father Anxiety/Father Anger-Rejection
IV Father Acceptance-Respect/Demand
V Companionship-Cooperation
VI Parental Achievement Requirement

Intellective Characteristics

Analysis of a range of variables yielded several separate factors in senior pupils:

I Attainment
II Expectation of War
III Expectation of Social Breakdown
IV Academic Aptitude

and other factors involving religious belief, means toward world peace, attitudes to male leadership, and beliefs about scientific control in human affairs.

Personality Characteristics

Analysis of over fifty variables obtained from more than 700 questionnaire items yielded ten factors which were stable across sexes and age levels:

I Personal - Familial Adjustment
II Practical vs Literary/Aesthetic Interests

III Environmental Press
IV Computational vs Outdoor Interests
V Sociability
VI General Anxiety
VII Religion/Submissiveness-Persistence
VIII Attitude to School
IX Intellectual Energy

Effects of Family Background, Personality, and Intellective Properties on Intellectual Attainment:
By use of stepwise multiple regressions and the calculation of coefficients of multiple determination, it was ascertained that the following were significant positive influences on aptitude and attainment: father's education, smaller family, parental attitudes against smoking, parental expectations of adolescents' cooperation with chores, lower anger-rejection by father, higher respect-acceptance by father.

Similarly, the positive influences of personality on aptitude and attainment were found to be: adjustment to reality, scientific interest, sociability, less practical interest, positive attitude to teachers, and sensitivity.

As mentioned earlier, less than half the explained attainment effects were attributable to intellective characteristics alone, while almost as much again was attributable to interactions.

Effects of Family Background, Personality, and Intellective Properties on Personality Outcomes:
By the same procedures it was determined that helpful home environment influences affecting personality outcomes are: parental support, minimal parental anger-rejection, low parental anxiety-sensitivity, higher parental education, higher respect-acceptance by father, more reciprocal respect in relation to mother, parental expectation that adolescent help with chores - and all this in smaller families. The major outcomes influenced by these factors were conformity problems, family relations problems, and adjustment to reality

Overview

The evidence is overwhelming that general benefit, both intellective and socio-emotional, is associated with higher socio-economic status. Clear indices of deteriorative processes exist in greater numbers of pupils of lower socio-economic status and most clearly in the case of those with unskilled or semiskilled fathers and in a large proportion of Maoris. Religious belief and practice decreased markedly with lower social class.

Environmental factors defined by factor analysis pinpoint the critical conditions: socio-cultural level of the family, affecting basic skills, social attitudes, emotional adjustment and career outlook; rural origin affecting preschool education and breadth of social experience, urban origin affecting pre-school attendance, intermediate school attendance and delinquency; family size, usually coupled with lower income and embracing most Maori children, affecting the ability of the family to support intellectual and socio-emotional development; broken home/solo parent, also affecting both intellectual and socio-emotional development.

It is not to be assumed, however, that all of our community education needs are concentrated in the lower socioeconomic levels. The most powerful influences of all are those of family relations. While the study shows that the quality of family relations/parental support is generally depressed, with deteriorative consequences, in the lower social strata, it is nevertheless the critical factor in more educated, skilled and 'successful' classes. In fact the effects of parent child relations are most vividly seen in the brighter children and those of higher socio-economic levels. The key factor among those blessed with better ability and more material comfort is the human relations support provided by the family. And this involves the father somewhat more than the mother.

When the actual outcomes are considered in terms of factors, all outcomes are affected by family background to some extent, but the most sensitive areas are aptitudes, attainment, perceptions of career opportunity, adjustment to reality, family relations, social relations, conformity problems, career preferences, anxiety, social pressures and educational attitudes.

There are sex differences in effects, with males more influenced that females by the quality of mother support, and females more influenced than males by the level of father's education and by factors of acceptance, respect and support from the father.

Almost half of the effects, either intellective or or non-intellective, appear to arise from interactions within the individual, indicating that programmes to enhance development should provide the ingredients of human support and social-emotional and intellectual growth so that the organism can add its own unique contribution to teaching input. In other words, one key principle that emerges is that of the maximization of interaction effects by the planned modification of those person and environment factors which give rise to them. Thus person and environment, the two sources of effects, are responsibly called into service for educational and humane ends.

A Re-interpretation

While the multivariate approach has introduced a useful parsimony to a mass of facts, further clarification by logical analysis seems still desirable.

1. The Target Factors.
   Examination of the findings suggests several larger factors or categories to which community education may be effectively addressed. These are as follows:
   - Environmental-Contextual Factors
     - Parental educational level
     - Rural-urban residence
     - Patterns of children's schooling
     - Family size
     - Family cohesion
   - Living Skills
     - Interpersonal Communication skills
     - Personal Problem-solving skills
     - Family and Individual Planning skills
   - Learning Skills
     - Self evaluation skills
     - Educational goal-development skills
     - Educational planning skills
     - Educational action skills
   - Career Development Skills
     - Career awareness skills
     - Career decision-making skills
     - Career planning and action skills

2. A Model for Human Resource Development.
   The themes suggested have been shown to be handled with demonstrable success within the Human Resource Development (HRD) model, which is based on Carkhuff's theory of helping, human relations and related interpersonal caring and teaching processes. In brief, when

Fig. 1(a) Approach 1 : Democratic/Atheoretical

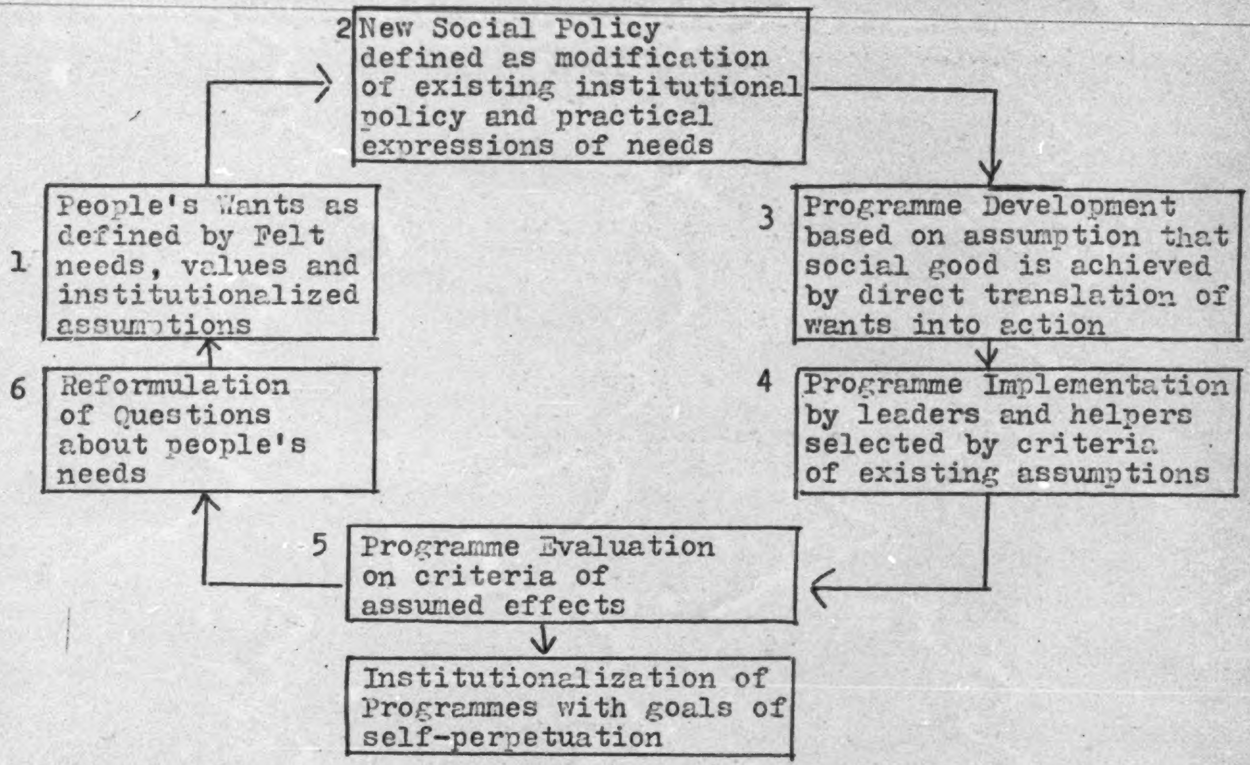

2 New Social Policy defined as modification of existing institutional policy and practical expressions of needs
1 People's Wants as defined by Felt needs, values and institutionalized assumptions
3 Programme Development based on assumption that social good is achieved by direct translation of wants into action
6 Reformulation of Questions about people's needs
4 Programme Implementation by leaders and helpers selected by criteria of existing assumptions
5 Programme Evaluation on criteria of assumed effects
Institutionalization of Programmes with goals of self-perpetuation

Figure 1(a): Hypothetical Sequence of Atheoretical Approach to the Development of Community Education Programmes.

> a person is effectively helped, guided or taught, he moves through a process of exploration, understanding and action. The interpersonal and contextual conditions for this process are those of responsiveness (empathic understanding, acceptance, genuineness, respect, concreteness, immediacy), personalizing (values clarification and personal goal development), and initiating (helping develop the steps, skills, and programmes which will enable the individual to reach his goals).

When this model was applied to counsellor and volunteer training, it changed the game to one of responsible skills. Translated into career development, it enabled pupils and adult to take charge of their own careers instead of being at the mercy of accidents or 'experts'.

It seems not unreasonable to suggest that the "Human Technology" which Carkhuff and his co-workers are trying to develop could have great relevance to the kinds of community needs here examined. Hermansson, in his report on Community Education needs in the Wairarapa (1974), has directly recommended that the Carkhuff model of Human Resource Development be adopted as a major methodology for the systematic programme. The present writer has integrated his own research with the Carkhuff model to develop a guide for parent training and parent self-development. (Webster, in press).

The range of programmes to meet community needs is well indicated in Figure 4, which is an adaptation and extension of Carkhuff's detailing of the skills needed for Community Education. The list of publications by HRD press may well serve to point the reader to the kind of focussed skills-training which is indicated once the community needs are understood. (See list attached).

A final necessary conclusion is that the effective use of these kinds of resources requires a clear definition of the functional skills needed by all personnel in the delivery system. Principles of selection and training of helpers, trainers and consultants must be carefully worked out if promises are to be translated into delivery. The primary principle is that people do best what they are trained to do. The present paper suggests the need to define helper skills, trainer skills and consultant skills in the delivery of living, learning, planning, and working programmes and to begin to establish the organizational framework within which to implement such services.

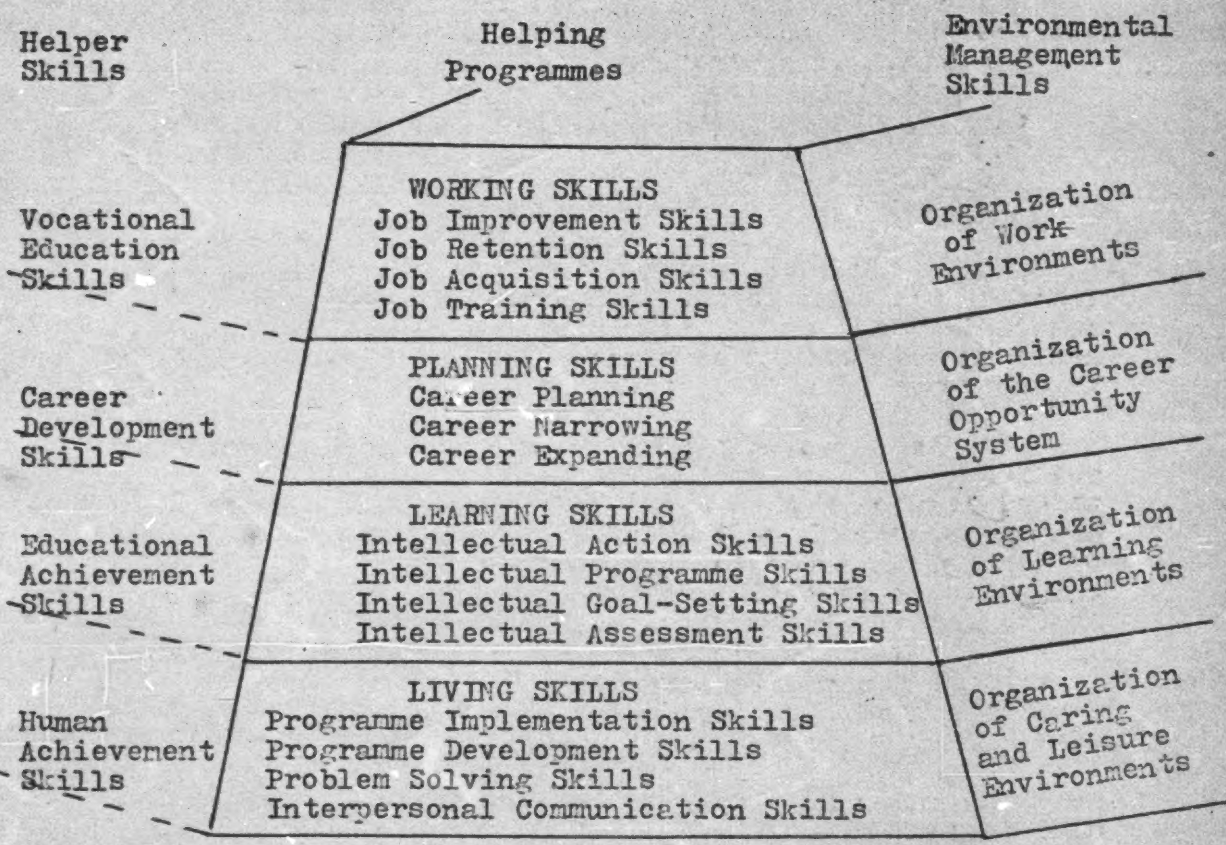

Helper Skills
Helping Programmes
Environmental Management Skills
WORKING SKILLS
Job Improvement Skills
Job Retention Skills
Job Acquisition Skills
Job Training Skills
Vocational Education Skills
Organization of Work Environments
PLANNING SKILLS
Career Planning
Career Narrowing
Career Expanding
Career Development Skills
Organization of the Career Opportunity System
LEARNING SKILLS
Intellectual Action Skills
Intellectual Programme Skills
Intellectual Goal-Setting Skills
Intellectual Assessment Skills
Educational Achievement Skills
Organization of Learning Environments
LIVING SKILLS
Programme Implementation Skills
Programme Development Skills
Problem Solving Skills
Interpersonal Communication Skills
Human Achievement Skills
Organization of Caring and Leisure Environments

Figure 4: Details of Life Skills in a Community Education Programme

Fig. 1(b) Approach 2 : Theory-based/Humane

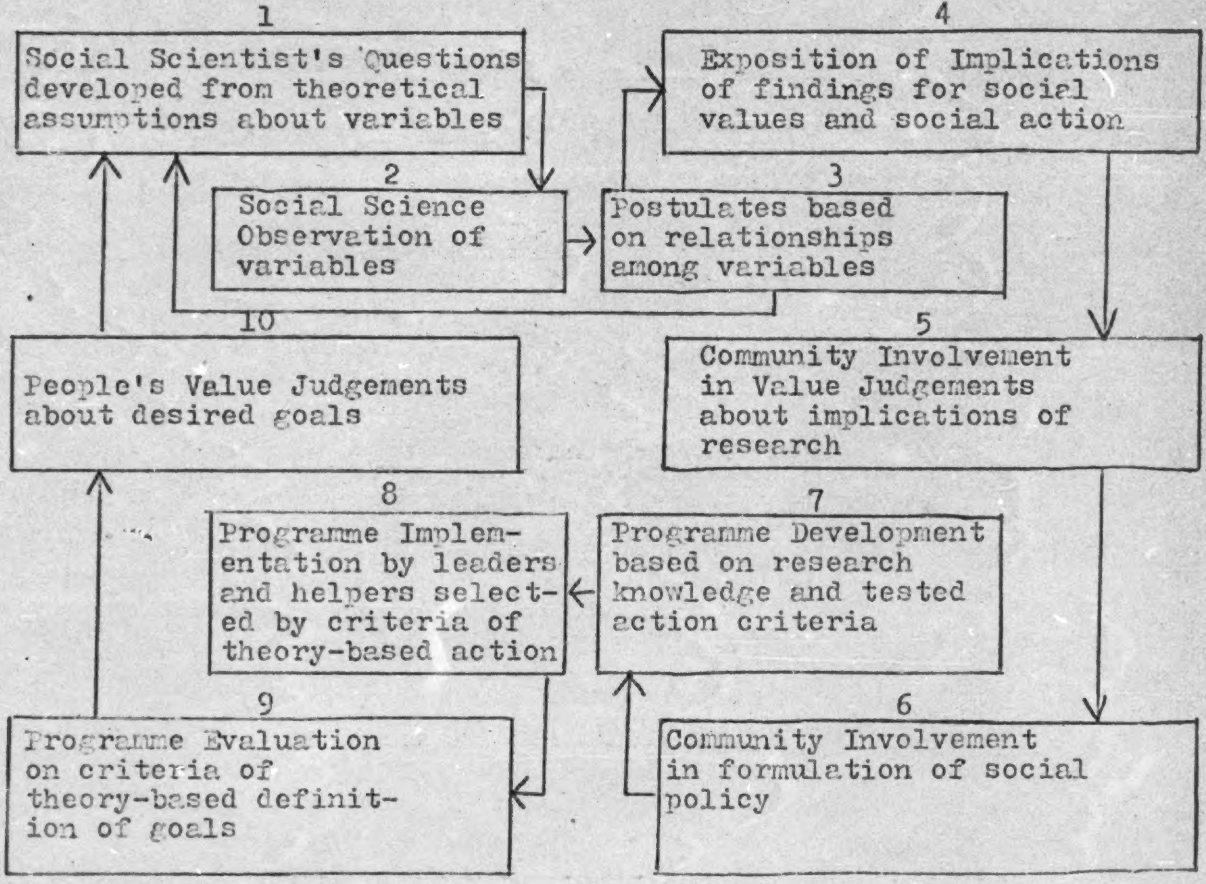

1
Social Scientist's Questions developed from theoretical assumptions about variables
2
Social Science Observation of variables
3
Postulates based on relationships among variables
4
Exposition of Implications of findings for social values and social action
5
Community Involvement in Value Judgements about implications of research
6
Community Involvement in formulation of social policy
7
Programme Development based on research knowledge and tested action criteria
8
Programme Implementation by leaders and helpers selected by criteria of theory-based action
9
Programme Evaluation on criteria of theory-based definition of goals
10
People's Value Judgements about desired goals

Figure 1(b): Hypothetical Sequence of Theory-based Approach to the Development of Community Education Programmes.

References

Bachman, J.G. *Youth in transition*. Vol. II The impact of family background and intellect on tenth grade boys. Ann Arbor, Michigan: Institute for Social Research, 1970.

Cartwright, D.S. Ecological Variables. In E. Borgatta, (Ed.) 1969.

Cooley W.W. and P.R. Lohnes. *Multivariate data analysis*. New York: Wiley, 1971.

Gibbons, W.D. and P.R. Lohnes. *Career development from age thirteen to age twenty-five*. Final Report. Project 6-2151. Grant OEG-1-7-062151-0471. U.S.O.E. Washington, D.C., 1969.

Gooch, S. and M.L. Kellmer-Pringle. *Four years on*. A follow-up study of school learning age. London: National Bureau for Cooperation in Child Care, 1965.

Hermansson, G.L. *Community Education Needs in the Wairarapa*, Masterton: Trust Lands Trust, 1974.

Lohnes, P.R. Project TALENT: Measuring adolescent personality. U.S.O.E., Washington, D.C., Contract OEC 6-10-065, 1966.

Mayeske, G.W. The development of a model for student achievement. *Socio-Economic Planning Sciences* 2, 2-3-4, 363-371, 1969.

Mitchell, J.V. Education's challenge to psychology: the prediction of behaviour from person-environment interactions. *Review of Educational Research* 39, *5*, 695-721, 1969.

Shulman, L.S. Reconstruction of educational research. *Review of Educational Research*, 40, *3*, 371-396, 1970.

Tatsuoka, M.M. Multivariate analysis. Part IV in Statistics. *Review of Educational Research*, 39, *5*, 723-747, 1969.

Thurston, K.F., *et.al*. Problems of prediction of delinquency and related conditions over a seven-year period. Paper presented at the Annual Conference, American Educational Research Association, Minneapolis, 1970.

Human Resource Development Books

(Available from HRD Books, P.O. Box 1757,
Palmerston North)

R.R. Carkhuff, The Art of Helping
R.R. Carkhuff, The Art of Problem Solving
R.R. Carkhuff, The Art of Programme Development
A.C. Webster, The Art of Parenting (In press)
R.R. Carkhuff and D.H. Berenson. The Art of Teaching
R.R. Carkhuff and T.W. Friel. The Art of Developing a Career. (New Zealand Revision by Alan Webster and Ted Wadsworth).

SURVEYING THE HIGH SCHOOL COMMUNITY

INTRODUCTION

During the past few years there has been increasing support in New Zealand for the idea of the extension of the use of secondary schools by the community. Overseas countries have been far in advance of us in this respect and the community school idea was developed in England over forty years ago.

In 1972 while travelling in different countries, Mr Clark, Principal of Rutherford had been impressed with the way in which local communities made use of secondary schools out of school hours and also education authorities provided buildings and finance so that the community could benefit.

In New Zealand, except for evening school classes , almost nothing is done in this respect and the present Government will need to adopt a very vigorous policy if we are going to even approach the standard of most overseas countries.

ACTION AT RUTHERFORD

As it was obvious that the community generally was becoming aware of the need for help, guidance and opportunity for people both inside and outside the school to make greater use of the school's facilities, Mr Clark made this matter the main topic of his prizegiving speech in 1972.

A number of members of staff as well as the Board of Governors of the school were interested in this proposal and made some helpful suggestions, which Mr Clark discussed at some length with the District Senior Inspector of Secondary Schools. Mr Clark finally produced a paper in January of 1973 which was submitted to the Minister of Education, who expressed his interest in this matter. He agreed with the point that it was very important for us to find out the needs of the community. Because it was most important that the scheme should be carefully planned, with the idea of putting at least part of it in operation for 1974. Mr Clark went ahead and devised a questionaire. The distribution and collection of this was effected by a group of seventh form pupils under the direction of Mr Regan, Director of Resources at Rutherford.

THE QUESTIONAIRE

It was essential to get a truly random sample and we aimed at questioning 2½% of the people who live in the Te Atatu peninsula, excluding the Henderson Borough. The questionaire was distributed to 180 households and all those over the age of 15 who were not full-time pupils at secondary school were asked to complete it. Distribution was very capably carried out by the seventh form group and we received full co-operation from people in the district. This questionaire did not take into account the 5,000 primary and intermediate pupils in the area or the needs of the 1,500 secondary pupils at Rutherford. To extend the scope of the 15 to 19 year old survey we gave a modified questionaire to a large group of our sixth and seventh form pupils and the result of this survey is dealt with as an appendix.

All of the findings in the main part of this paper are the result of an analysis made from the answers received from people who are no longer at school. So that we could have some idea of the differing requirements of various age groups and of men and women we asked those filling in the questionaire to indicate their sex and age group. Among the women there were 15 in the 15 to 19 group; 11 in the 20 to 24 group; 38 in the 25 to 34 group; 70 in the 35 to 44 group; 44 in the 45 and above group. Among the men there were 15 in the 15 - 19 group; 16 in the 20 to 24 group; 29 in the 25 to 34; 50 in the 35 to 44 and 57 in the 45 and above group.

STATISTICAL CHECK

We asked two questions to try to check the accuracy of our estimate that we were sampling 2½% of the people in the area; we felt this was necessary to try to make sure that there would be some validity about our findings if we multiplied the figures obtained from the questionaire by 40.

Question 3 asked people to indicate whether they had children at Rutherford High School. 74 answered 'yes' and as the very large majority of children at Rutherford would have two parents answering the questionaire, this would probably account for 37 couples. If we multiply this by 40 we get a figure of 1480, which compares well with the actual roll of 1550. Discrepancies would obviously arise from the fact that in some cases there would be solo parents and in others there would be more than one child at school; thirdly, there would be some children livin out of the zone.

Question 4 asked for an indication of those who attend evening classes at Rutherfor 29 said 'yes' and, multiplying this by 40 gives 1160, which is very close to our evening school roll of 1220.

These two introductory questions helped confirm the accuracy of our samples and also gave people the opportunity of beginning the questionaire by answering completely factual-type questions.

ANALYSIS OF THE QUESTIONAIRE

1. Extension of evening classes

Questions 5 and 6 investigated the possibility of extending the present evening classes. The detailed analysis shows that about 2,000 people felt that other subjects could be offered. It was interesting to note that some people actually requested classes in subjects which are already offered. This would suggest that the evening classes themselves are not widely enough known throughout the area.

Additional subjects in which classes were asked for were journalism, ballroom and square dancing, Yoga, Maori culture, use of calculating machines, conversation in various foreign languages, psychology and anthropology.

2. A heated swimming pool

In questions 7 and 8 we tried to find out the justification for additional expenditure on covering in and heating the school swimming pool.

Question 7 showed that there is considerable use of the pool at the present time in out of school hours and in the summer vacation but question 8 showed that very much more use would be made of the pool if it were heated. The indications are that over 3,000 people would make frequent use of a heated pool; that twice this number would use it occasionally and about 3,000 would not use it at all.

3. Use of the gymnasium

In question 9 we pointed out that the gymnasium was used out of school hours at the present time but tried to find out whether there were other recreational activities which could be carried on and what justification there would be for providing a second gymnasium or similar sports hall.

Over half the people in the district would be interested in taking part in some indoor recreational activity. 1500 showed interest in indoor bowls; 1200 in table tennis; 600 in judo, basketball and weight training; 500 in volleyball; 400 in netball and 200 in each of fencing and indoor tennis.

4. Social Rooms

Question 10 investigated the possible use of social rooms if these were provided.

Over 4,000 would be interested in such a facility, the most popular pastime being card-playing, which was mentioned by half of the people. 400 would be interested in chess, and the same number in using the social rooms as a place for meeting friends for a cup of tea and a chat.

5. Earlier evening classes

In question 11 we attempted to ascertain whether people would be interested in classes other than the normal evening classes from 7 - 9 p.m.

The replies would suggest that up to 1,000 people would be interested in classes being held from 5 - 7 p.m. and that the range of interests is similar to that of the present evening class system.

6. Use of practical rooms at the weekend

Under existing arrangements the school buildings lie idle over the weekend and we were interested in finding out whether people would like to make use of practical rooms during Saturdays and Sundays. It seems that over 4,000 people would like to use these facilities - about 1500 in woodwork, and between 800 and 1000 in each of engineering, cooking, sewing and typing.

7. Daytime classes

In the section including question 13 to 17 we wished to investigate the needs of the community as far as daytime classes are concerned. We ran similar classes six or seven years ago on a very restricted scale and the indications are that over 1,000 people could be interested in adult daytime classes. If it were possible for us to provide a creche a significant number of adults would enrol as full time day students. Both of these possibllities should be investigated further.

8. Films

This year we started a film club for pupils and staff and we were keen to know whether the interest shown within the school would extend to the community at large. The results were quite staggering, as it was seen that 3,000 to 4,000 people in the area would welcome a film club or some similar means of providing an opportunity for showing films.

CONCLUSIONS

It is quite clear from the results of our investigation that there is a very great need for much more opportunity for the community at large to make use of the facilities we have at the school and, as long as the Minister is prepared to act, a great deal could be done to provide for these needs.

The questionaire analysis makes the following points clearly.

1. There needs to be even greater publicity to the existing evening classes and the extension of these by providing further classes.

2. We could plan for much greater use of the present gymnasium.

3. As long as the Minister was prepared to meet the cost of instructors, cleaning staff, etc., there is no reason why the practical rooms should not be used during the weekends.

4. It should be possible within the existing regulations to provide for classes from 5 p.m. to 7 p.m.

5. We should take immediate action to take enrolments now for daytime classes in 1974. Action should be taken so that these people can be timetabled into the normal school classes and the Minister would obviously have to give approval for additional staff to be appointed to cope with this influx of adults.

6. There is a very great need to provide film programmes for people in the community and this could be organised by the director, making use of our existing facilities.

7. The director would also investigate the greater use of our present grounds for sports and would also investigate such things as the cost of floodlighting the tennis courts to provide for skating, night tennis and outdoor summer netball and basketball.

8. Matters which will require definite action by the Minister would be the covering-in and heating of the swimming pool; the provision of a second gymnasium or sports hall and the provision of a social centre.

   It is obvious that the school does not have the finance to provide these facilities and the Minister of Education and his Cabinet colleagues would need to provide this.

   We in this country are slowly becoming aware of the sociological needs of people, particularly in suburban districts like Te Atatu, and undoubtedly the greater encouragement of the use of secondary schools like Rutherford will bring many problems to those in charge of the school. However, it can also bring very great benefits to the people in the community

   It is to be hoped that the Minister, who has on a number of occasions expressed, publicly, his support for this type of activity, will be able to provide the finance necessary before any worthwhile scheme can be put into effect.

APPENDIX

Reference was made above to the survey of a sampling of our sixth and seventh form pupils.

It must be remembered that there are 5,000 primary and intermediate school pupils in the area and although some schools, noticeably Freyberg Memorial, already do provide facilities for their pupils out of school time, many of these children would also like to make use of the extra amenities which could be provided at Rutherford. It would be beneficial if the primary and intermediate schools themselves could investigate the whole matter.

The questionaire was given to 108 boys and 81 girls in forms six and seven and differed to some extent from the public questionaire, as it was obvious that some of the questions asked of people in the community were not pertinent to school pupils.

In question 2 we investigated the further use of the gymnasium, and over two thirds of the pupils said they would like to make use of this after school hours. The most popular sports were volleyball, table tennis and basketball but a wide variety of activities was named. These are shown in Table 3.

Questions 3 and 4 investigated the use of the swimming pool in the same way as in the major questionaire. About half of the boys and one third of the girls at present use the pool out of school time but much greater use would be made of a heated pool.

Question 5 showed that about two thirds of the boys and half of the girls would make use of social rooms if they were provided and the most frequently mentioned uses were for billiards, cards, chess and for having a chat with friends.

In question 6 we investigated whether our pupils would like to be able to use the practical rooms over the weekend and about two thirds of both boys and girls stated they would be interested in taking craft-type subjects.

In question 7 we attempted to find out whether pupils would like facilities to be made available for them at school to do homework or for study purposes and more than one third of boys and girls indicated that they would. This is something which we should be able to give effect to next year.

In question 8 we asked pupils whether they would be interested in doing the more craft-like type of subject after school. Pupils at this level generally have little opportunity of doing these subjects and, if they have come through the school with their studies directed towards the academic side, they have probably had little chance of taking part in these activities.

It was interesting to see that half of the girls and one third of the boys stated that they would like to participate after school and, while typing was the most popular subject, a considerable degree of interest was shown in woodwork, cooking, art and craft and sewing.

Appendix continued

The whole effect of the investigations we have made has to confirm the views which are widely held that a great deal more could be done to meet the needs of the people by extending the use of existing facilities and by the provision of further amendities at secondary schools.

Undoubtedly a really imaginative approach to this problem could lead to much more exciting solutions than we have been able to suggest. In the United States various foundations, such as the Mott Foundation, have provided the finance to open up all sorts of wonderful possibilities to the public and in England some of the local education authorities have shown the necessary imagination to provide effective education of all types for the people in their area.

John Wise

RUTHERFORD HIGH SCHOOL

COMMUNITY USE OF THE SCHOOL SURVEY

JUNE 1973

Recently the Minister of Education has given his support to the idea that the Te Atatu community should be given the opportunity to make greater use of the existing facilities at Rutherford High School. We now have a two-fold job: to find out how many people want to make use of the present facilities and what additional amenities people in the district would like to see at the school.

Quite frankly, we don't know really what you want and are asking you to assist us by answering the questionnaire. We know that filling in these forms is a bit of a nuisance but we really need your help.

We have selected two hundred householders on the Te Atatu peninsula and to get an accurate picture it is important that the questionnaire be filled in as fully as possible. We would like each person in the house who is over the age of fifteen and who has left school to complete one. The questionnaires are being distributed by a group of our seventh form pupils, who will discuss any points with you and will call back later to collect them when you have filled them in. There is room on the questionnaire for you to add comments and we would be pleased to have these.

We hope to have the scheme working from the beginning of 1974 and expect that the new activities will be available at virtually no charge to those taking part: certainly no-one will be prevented from participating because of the cost.

To help you answer some of the questions, the following is a list of the evening classes at present available.

- Accounting – U.E.
- Biology – U.E.
- Biology – S.C.
- Bookkeeping – S.C.
- English – U.E.
- English – S.C.
- Geography – U.E.
- Geography – S.C.
- History – S.C.
- French – S.C.
- German – S.C.
- Maths – U.E.
- Maths – S.C.
- Maori – S.C.
- Physics – U.E.
- Russian – S.C.
- Horticulture
- Ikebana
- Leathercraft
- Lapidary
- Needlework
- Navigation
- Owner-Driver
- Choir – Men
- Choir – Women
- Orchestra
- Shorthand Typing
- Typing – S.C.
- Typing
- Keep Fit – Men
- Keep Fit – Women
- Art
- Art & Craft
- Basketweaving
- Cake Decorating
- Ceramics
- Continental Cooking
- Contract Bridge
- Classical Guitar
- Drama
- Dressmaking
- Engineering Hobbies
- Floral Art
- Hairdressing
- Home & Interior Decorating
- Pattern Draughting
- Photography
- Pottery
- Public Speaking
- Radio & T.V.
- Upholstery
- Weaving & Embroidery
- Woodwork – Men
- Woodwork – Women
- Woodwork – Mixed
- Welding

QUESTIONNAIRE

Please complete by putting a ✓ in the appropriate square. There is no need to identify yourself by adding your name to the sheet unless you wish to do so.

1\.

MALE	☐
FEMALE	☐

2\.

AGE	15-19	20-24	25-34	35-44	45 & over
	☐	☐	☐	☐	☐

3. Have you any children attending Rutherford High School? YES ☐ NO ☐

4. Do you attend any evening classes at Rutherford? YES ☐ NO ☐

5. Are there any classes not at present offered which you would like to attend? YES ☐ NO ☐

6. If your answer is 'yes', please list the classes you would like to have.

7. At the present time the Te Atatu Swimming Club makes the school pool available out of school hours from December to March. Do you use the pool at all? YES ☐ NO ☐

8. We suggested to the Minister of Education that the pool be covered in, heated, and used all year round. If it were, would you use it?

OFTEN	OCCASIONALLY	NOT AT ALL
☐	☐	☐

9. Use is made of the gymnasium by the local Badminton Club. There are other recreational activities which could be carried on in this building or in a second gymnasium or sports hall e.g. basketball, fencing, indoor bowls, gymnastics, indoor hockey, judo, netball, soccer, table tennis, indoor tennis, volleyball and weight training. Would you be interested in taking part in any of these? YES ☐ NO ☐

If your answer is 'yes', please list in which of these activities you would like to participate or suggest any others in which you would be interested.

10. We hope it may be possible to have a social centre where there would be facilities for card-playing, chess, billiards etc. as well as a lounge for a chat over a cup of tea. At present our library could be used for card-playing in the evenings. If it were, would you make use of it? YES ☐ NO ☐

If your answer is 'yes', please list the activities in which you would be interested.

11. At the present time our evening classes are held on Monday to Thursday from 7.00 to 9.00 p.m. The suggestion has been made that classes might also be held from 5.00 to 7.00 p.m. Would you be interested in classes at this time? YES ☐ NO ☐

If your answer is 'yes', please list the classes in which you would be interested.

---

12. Our practical rooms are fully committed at nights but they could be made available on Saturdays and Sundays. We have in mind that they could be used on an informal basis under the supervision of a qualified instructor, who would be able to help. Would you make use of any of them?

YES ☐
NO ☐

If your answer is 'yes', which of these would you use?

ENGINEERING	WOODWORK	COOKING	SEWING	TYPING

Questions 13 - 16 refer to adult daytime classes -- for such adults many of the school regulations would, of course, not apply.

Questions 14 & 16 are directed specifically to mothers of pre-school children.

13. Several years ago some adults came to daytime classes at school. If we reintroduces these next year would you be interested in attending?

YES ☐
NO ☐

If your answer is 'yes' state which classes -- the following are possible: Shorthand, typing, bookkeeping, clothing and textiles, current affairs, music, art and craft, as well as the usual School Certificate and University Entrance subjects.

14. If we were able to provide a creche to look after pre-school children, would you then be able to attend daytime classes at school?

YES ☐
NO ☐

If your answer was 'no' to No. 13 but 'yes' to No. 14, would you please list the classes you would like to attend.

15. You may have read that the Minister of Education intends making it possible for adults to enrol as full-time students at secondary schools. Would you be likely to enrol as a full-time student in 1974?

YES ☐
NO ☐

16. If we were able to provide a creche, as suggested in No. 14, would you then be likely to enrol?

YES ☐
NO ☐

17. If your answer to question 15 or 16 was 'yes', at what level would you enrol?

FORM	3	4	5	6	7

18. At the present time we have a film club in operation at the school. Membership of this is full but it may be possible to start a second club in 1974. Subscriptions would be $1.00 -- $1.50 per person and this would entitle members to see six full length commercial feature films on Sunday afternoon in the middle term from 4.00 - 6.00 p.m. Would this interest you?

YES ☐
NO ☐

THE INTERMEDIATE SCHOOL MODEL IN COMMUNITY EDUCATION

INTRODUCTION

As its name implies, the Intermediate School is a middle step between two other branches of the education system. Originally, intermediate schools were introduced into the education system before the days of universal secondary schooling, and one function was that of providing terminal education for the "non-academic" pupil.

The establishment of Kowhai Junior High School (Auckland) in 1922 was the result of reports, proposals and recommendations stemming from necessary changes which would have to be brought about in the educational structure, needing transformation to meet the new ideals of secondary schooling for all.

The course of instruction at such a junior high school included a continuation of general education in common with time allotted to supplementary courses of elementary secondary education such as the general or academic course, or the agricultural, mechanical, commercial or domestic science courses. If it is agreed that the major subjects of an academic secondary school curriculum need to be pursued for many years if they are to be of lasting value to the learner, there has been this tendency to confine the orientation cycle to two years at the junior high school or intermediate level.

The intermediate school of the seventies is no longer concerned with the concept of terminal education, but with major emphasis upon programmes, methods and opportunities related to the growth patterns and characteristics of the pre-adolescent child.

Such intellectual characteristics are marked by more critical independent enquiry, the ability to reason increasingly in verbal propositions, and alertness. Physical characteristics are marked by rapid growth change from 11 - 13 yrs with marked variations. Emotional and social characteristics include the appeal of cults, gangs, crusades, erratic behaviour, the search for identity, consciousness of self, sensitivity, and the rejection of adult standards. Children in this age group are active, their pursuits are varied, and they tend to move away from the home and school environment for their recreation.

Some opinion now favours a move away from the two-year intermediate programme because of limitations imposed by a two-year course. With experimentation in other organisational structures, such as Community colleges, F.1 to F.6 schools (Waiheke) or a primers to F.6 school

(Opononi), arguments in favour of such schools include greater ease in formulating programmes, better utilisation of trained staff and less duplication of buildings and equipment.

From one point of view, the Intermediate School should not be separated from other education areas if recent ideas of effective liaison and communication are to be effective and lead to a better understanding of the education system as a whole; and thus to establish the philosophy of community education as it really should be carried out.

From another point of view, the Intermediate School can act on its own as a focal point for "community education" within the immediate environment, just as any school might wish to. Any school is a multi-purpose institution, providing learning opportunities for people of all ages and many different backgrounds and cultures. Many complaints were received at the time of the Education Development Conference that schools were pursuing their own paths and not involving the community sufficiently in their activities. It could be argued that the schools need not be the activating force, but rather that the community should express its needs to the school and where these can be met within the functions of the school, community education begins to unfold in its true worth.

THE PRESENT PATTERN

The following points, then, are based on experience and observation of the particular aspects of the intermediate school's role within the total framework of community education:-

(1) The Intermediate School has certain facilities which the Primary School usually does not have, and yet which are not as sophisticated or extensive as found in the Secondary School. Particular reference here is made to the Art/Craft, Domestic Science, Woodwork, Metalwork, Science, and possibly Music and Physical Education areas of the school. There is a wide variety of cultural and hobby activities which can be based on these areas, possibly with the assistance of the specialist teacher in charge.

(2) The Intermediate School often has a number of teaching staff with particular interests and strengths which are used now, e.g., biology for Junior Naturalists, electronics/radio for a hobbies group, pottery for a craft group.

(3) The Intermediate School has a reasonably well-equipped assembly hall, which acts as a central point for the community for club activities, physical activities,

cultural events as well as festivals for adults, teenagers and younger children.

(4) The Intermediate School acts as a focal point for its contributing schools, linking after-school activities and weekend activities by drawing children from those schools within its "zone". This does not preclude children from areas further away attending any specialised activity based on Intermediate Schools, e.g., Department of Education out-of-school-hours music classes. Where adult classes are held elsewhere, this still allows people to identify with the Community Centre, when a Community Centre Director works from the focal point of an Intermediate School.

(5) Holiday programmes for children are organised and conducted at Intermediate Schools where use is made of the swimming pool, grounds, assembly hall, and specialist rooms. Involvement of parents has been a desirable element of the organisational pattern, and will become essential in planning. Resource people are called upon from within the community.

(6) Within the broad vertical structure of the education system, no particular significance need be attached to the Intermediate School's position within the concept of community education, except from the point of view of the type of facilities it offers to the community. Due regard must be given to the function of a Primary School as compared with an Intermediate School, and again as compared with a Secondary School.

Trying to develop a philosophy of community education around an existing institution means that the ideal position will probably not be realised. It is the planned institutions as a result of the consideration of the philosophy which can really lead to the true concept of community education.

THE FUTURE PATTERN?

A possible future plan for Intermediate School organisation could include the core subjects being taken in morning sessions, and the afternoon being given over to elective type activities involving the technical type subjects in the curriculum at present, together with other suggested integrated ideas developed from resource people within the community. This opens up the exciting possibility of "glide-time" teaching with specialist teachers already on the Intermediate School staff taking over some extension activities together with the resource personnel from without the school. At present there is much underutilisation of the skills, interests, brain-power and initiative in the community with regard to the help that could be offered to any school.

R.C. HOLST
Community Centre Supervisor
NORMAL SCHOOLS' COMMUNITY CENTRE
26 July 1975

THE PRIMARY SCHOOL SURVEY

Historical Outline

Peter Trim

Freyberg Memorial School-Stages

1963-66	The first phase, where the school was used by the Community is what has been called the passive use of the school.
1966-69	The second phase occurred when the school initiated action and provided for local needs by organising out-of-school activities.
1969-73	This period is when with the formation of the Neighbourhood Committee the number of activities were expanded and strenuous efforts were made to gain official recognition as allowed by Section 201 of the 1964 Act.
1974	Approval from the Education Board dated 15 February,1974 setting up a Community Centre as an experimental project was received. The following provisions were made:

(a) employment of a teacher to supervise community work for 15 hours per week.

(b) employment of a clerical assistant for 10 hours per week at current rates.

(c) the payment of an incidentals grant of $500 per year.

Use of Freyberg Memorial School 1974

1. Out-of-school classes Classes officially approved and tutors paid by the Education Department for primary pupils.		
Music	15	
Art and craft	2	
Drama	1	
Creative Dancing	1	
	19	231
2. Other formal classes (not paid by the Department)	20	214
3. Adult classes	2	45
4. Recreational Activities		329
5. Organisations using the school (including Youth Club)	7	352
Total users on weekly basis		1,171

SURVEY OF TE ATATU AREA 1969

Activities at Freyberg Memorial School

The use of the Freyberg Memorial School for out of school activities is not unique, because this is done to a lesser or greater degree in most schools.

The following is a list of activities.

For children: Swimming Club
Professional swimming coaching.
Piano lessons
Marching girls
2 Brownie packs
Sunday school
Extra curricular Music Classes
Girls Saturday morning basketball coaching
Boys Rugby, League and Soccer coaching

For Adults: Free learn to swim classes
Housie
Socials
Home and School Association meetings
Men's evenings
Polynesian Society meetings

These activities indicate that the school has already progressed towards the concept of a "neighbourhood" community centre.

The Head Teacher and the School Committee invited Messrs. Larkin, Adviser Physical Education, Department of Education, and Sheffield, Youth activities Officer, Department of Internal Affairs, to discuss the educational and recreational needs of the district. From these discussions the School Committee agreed, with the kind co-operation of local headmasters of all ten schools in Te Atatu, to conduct two surveys to find what were the social and recreational needs. The surveys were:

1. A comprehensive pupils survey from 7 years to 18 years made up of 1854 boys and 1687 girls. A total of 3541 out of an estimated total attending these schools in this age range of 4650.
2. A survey of adults in the Freyberg Memorial district. 17.5% of the parents were involved.

Some Limitations of the Survey:

1. Adult sample could be too small
2. Some pupil activities that were ranked high may have only transitory interest.
3. More work could be done on the interpretation of the questionaires.
4. The list of activities may have influenced the choice of pupils. Either more should have been added such as popular team games, babycraft, dress modelling, film acting, T.V.acting, jewellery making, dress designing, etc. or just broad heading to cover types of activities.
5. Some may not have considered with care their preferences.

What did this modest survey indicate?

1. Pupils 6 - 18 years apparently have a wide range of interests
2. That outdoor, individual recreation is very popular, usually they are expensive activities.
3. High on the girls' list were beauty, grooming and social activities.
4. Preferences that ranked low should not be ignored. Even if one tenth of the total who indicated that preference attended regularly a new activity for the neighbourhood or district could be worth while.

How could these extra-curricular activities be made possible?

Under existing legislation three ways are possible:

1. Under M. & T. regulations
2. As primary extension classes
3. Under Section 201, Education Act, 1964, as community centre activities.

Recommendations :

1. Consideration should be given to the extension of primary extension classes to include Art, Drama, Debating and Gymnastics.
2. Evening classes with the proviso that there is no duplication of existing classes.
3. That self-supporting activities be encouraged
4. That the school becomes a Community Centre as under the Education Act 1964, and that the overall development be guided by a professional person under the authority of the Head Teacher. The professional person could be a part-time teacher.
5. That every contributing school in the new suburbs has a need for pre-school educational facilities, preferably in the same grounds.
6. That Secondary Schools could introduce their pupils to new activities with the part-time employment of additional ancillary staff.

CONCLUSION

The survey merits serious study. Many interests and skills gained early in life continue to afford rewarding pleasure and satisfaction throughout adulthood; that they are essential to our development as members of an integrated, civilized society;and that NOT to acquire these interests and skills at school often means never to enjoy them at all.

Therefore, consideration could now be given to the practical implemental of suitable activities.

List of Tables

1. Results of girls for all schools in order of preference
2. Additional own choice activities
3. Results of boys for all schools in order of preference. This shows:
   a. total preferences ranked in order
   b. 1st, 2nd and 3rd preferences
   c. first preference expressed as a percentage of total number of boys
4. Boys own choice
5. Adult Recreation Survey
6. Total age groups

Attached also is a sample of survey questionaire forms

TE ATATU SCHOOLS RECREATION SURVEY 1969

Results of girls for all schools in order of preference.

Total no. of cases:	1687	Preference			%
Swimming	1071	319	126	125	64
Horse riding	1045	287	224	216	62.9
Hairdressing	884	79	101	150	52.5
Square dancing	760	70	125	60	46.6
Ballroom dancing	728	79	122	84	43
Tramping & camping	708	98	59	53	42
Girls marching	685	113	97	51	41
Dressmaking	677	59	93	103	40.5
Modern dancing	598	37	64	46	35.4
Gymnastics	504	70	67	51	35.3
Charm school	555	82	57	70	35
Art	459	22	23	39	24
Scottish dancing	458	33	45	28	24
Judo	400	32	33	36	23.1
Ballet	398	51	44	39	23
Canoeing	343	8	18	23	21.7
Youth club	343	32	37	32	21.7
Choir singing	341	16	26	32	21.6
Record club	327	13	22	16	20
Help with school wk.	311	8	13	21	19
Skin diving	302	36	44	30	18
Volley ball	302	15	16	13	18
Stamp collecting	298	10	27	33	17.5
Fishing	290	19	20	26	17.4
Drama	284	12	18	18	17.3
Music	261	7	13	27	16.8
Shell collecting	255	5	10	20	16
Coin collecting	237	1	14	11	14
Cycling	222	15	14	7	13.8
Modern band music	219	-	12	12	13.7
Photography	210	5	10	9	13.5
Yoga	188	20	21	10	13
Model making	169	1	8	6	12.3
Sports coaching	165	15	14	8	11.8
Fencing	160	6	7	13	10
Min. Rifle Shooting	141	27	20	35	9
Squash(Fives)	139	6	16	9	8
Radio club	133	1	4	7	7.1
Archery	129	2	9	5	7
Bird watching	124	6	6	13	7
Jazz club	123	5	8	7	7
Golf	116	11	5	12	6.9
Chess	87	-	2	3	5
Debating club	81	2	-	2	5
Junior Naturalists	77	7	6	2	4.6
Darts	77	1	2	1	4.6
Recording techniques	65	2	-	1	4

TE ATATU SCHOOLS RECREATION SURVEY

Girls Own Choice

Tennis.	41	Basketball.	54
Reading.	19	Racing	1
Water Polo	2	Cooking	151
Knitting	5	Badminton	22
Aerobatics	1	Water Skiing	38
Skating	44	Go Karts	4
Rugby	5	Maori Culture	3
Softball	25	Swaps	1
Helping Old People	1	Tap Dancing	2
Athletics	27	First Aid	8
Surfing	23	Picture Theatre	69
Woodwork	4	Sailing	26
Hockey	18	Boxing	2
Cricket	7	Soccer	3
Scouts	2	Girl Guides	5
Girls Brigade	3	High Diving	7
Handicrafts	9	Pottery	2
Creative Dancing	2	Table Tennis	20
More Socials	87	Pet Club	12
Ten Pin Bowling	9	Folk Dancing	6
Indoor Basketball	7	Girlstown. Y.W. Y.M.	7
More Parks	5	Rockhounds	6
Car Rallies	2	Driving Club	2
Swimming Pool	2	Catholic Youth Club	2
Home Management	3	Holiday Playground	2
Keep Fit	1	Pipe Band	1
Speech Training	1	Rowing Club	2
Public Halls	1	Motor Bike Club	1
Karate	1	Flying	1
Modelling Course	3	Machine repairs	1
Crusaders	1	Camps	2
Slot Cars	1	Dodgems	1
Science	1	Contests	1
Social Studies	1		

TE ATATU SCHOOLS RECREATION SURVEY 1969

Results of boys for all schools in order of preference.

Total No. of cases.			Preference.		%
Min. Rifle Shooting	1136	207	112	148	61
Skin Diving	970	199	157	94	52
Canoeing	913	61	115	127	49.2
Tramping & Camping	866	115	112	105	48
Fishing	817	107	103	77	44
Horse Riding	768	84	62	122	39.2
Judo	703	72	55	51	37
Model Aeroplanes	672	20	34	50	36
Swimming	640	169	103	45	33
Archery	611	38	51	64	32
Model Making	584	19	27	41	31
Cycling	570	91	52	63	30.6
Art	544	15	12	62	30.5
Stamp Collecting	460	27	30	24	25
Weight Training	446	57	39	37	23.5
Body Building	444	28	43	39	23
Golf	437	45	38	39	23
Radio Club	435	4	8	5	22.5
Darts	427	25	28	33	22
Fencing	427	16	34	33	22
Chess	376	13	22	24	20
Wrestling	348	16	39	46	18.2
Bird Watching	328	5	8	30	17.3
Photography	324	9	10	14	17
Coin Collecting	318	7	14	18	17
Gymnastics	280	11	25	16	15
Astronomy	271	17	21	21	14.9
Youth Club	264	9	6	12	14.8
Band Music, Modern.	263	10	7	13	14.6
Volleyball	240	7	9	15	13.4
Squash (Fives)	226	18	18	16	12
Help with School Work	225	3	6	10	12
Sports Coaching	209	22	23	14	10.7
Ballroom Dancing	200	11	25	14	10
Modern Dancing	183	4	10	16	9
Recording Techniques	180	2	4	2	9
Jazz Club	170	1	4	9	9
Junior Naturalists	163	5	6	5	9.1
Shell Collecting	162	3	7	5	9
Band, Brass	154	3	3	5	8
Drama	136	3	11	8	7.3
Square Dancing	130	1	2	3	7
Music	123	3	7	3	6.2
Mixing in Society	116	2	-	3	6.1
Choir	111	2	1	4	6
Debating Club	108	3	3	3	5.5
Scottish Dancing	101	1	3	2	5.4
Yoga	82	8	6	3	4
Orchestra.	76	-	2	3	3.8
Charm School	41	-	--	-	2
Hairdressing	35	1	-	2	1.8
Record Club	33	8	8	21	1.5
Dressmaking	14	-	-	-	.75
Ballet	20	-	-	-	.75
Girls Marching	6	-	-	-	nil.

Results of boys for all schools in order of preference.

Total No. of cases.			Preference.		%
Min. Rifle Shooting	1136	207	112	148	61
Skin Diving	970	199	157	94	52
Canoeing	913	61	115	127	49.2
Tramping & Camping	866	115	112	105	48
Fishing	817	107	103	77	44
Horse Riding	768	84	62	122	39.2
Judo	703	72	55	51	37
Model Aeroplanes	672	20	34	50	36
Swimming	640	169	103	45	33
Archery	611	38	51	64	32
Model Making	584	19	27	41	31
Cycling	570	91	52	63	30.6
Art	544	15	12	62	30.5
Stamp Collecting	460	27	30	24	25
Weight Training	446	57	39	37	23.5
Body Building	444	28	43	39	23
Golf	437	45	38	39	23
Radio Club	435	4	8	5	22.5
Darts	427	25	28	33	22
Fencing	427	16	34	33	22
Chess	376	13	22	24	20
Wrestling	348	16	39	46	18.2
Bird Watching	328	5	8	30	17.3
Photography	324	9	10	14	17
Coin Collecting	318	7	14	18	17
Gymnastics	280	11	25	16	15
Astronomy	271	17	21	21	14.9
Youth Club	264	9	6	12	14.8
Band Music, Modern.	263	10	7	13	14.6
Volleyball	240	7	9	15	13.4
Squash (Fives)	226	18	18	16	12
Help with School Work	225.	3	6	10	12
Sports Coaching	209	22	23	14	10.7
Ballroom Dancing	200	11	25	14	10
Modern Dancing	183	4	10	16	9
Recording Techniques	180	2	4	2	9
Jazz Club	170	1	4	9	9
Junior Naturalists	163	5	6	5	9.1
Shell Collecting	162	3	7	5	9
Band, Brass	154	3	3	5	8
Drama	136	3	11	8	7.3
Square Dancing	130	1	2	3	7
Music	123	3	7	3	6.2
Mixing in Society	116	2	-	3	6.1
Choir	111	2	1	4	6
Debating Club	108	3	3	3	5.5
Scottish Dancing	101	1	3	2	5.4
Yoga	82	8	6	3	4
Orchestra.	76	-	2	3	3.8
Charm School	41	-	--	-	2
Hairdressing	35	1	-	1	1.8
Record Club	33	8	8	21	1.5
Dressmaking	14	-	-	-	.75
Ballet	20	-	-	-	.75
Girls Marching	6	-	-	-	nil.

TE ATATU RECREATION SURVEY. (SCHOOLS)

Boys own choice.

Slot Cars	44	Boating	19
Boxing	25	Carpentry	5
Go Karts	33	Soccer	28
Tennis	31	Indoor Bowls	3
Athletics	27	Cricket	26
Electric Trains	7	Languages	2
Badminton	30	Water Skiing	42
Rugby	32	More Clubs	3
Junior Speedway	2	Trolley making	2
Pet CClub	6	Cooking	11
Picture Theatre	46	Handicrafts	2
Boystown	18	More Parks	2
Y.M.C.A.	1	Y.W.C.A.	1
Public Swimming Pool	10	Radio Mechanics	1
League	8	Jogging	1
Bird Keeping	1	Draughts	1
Bicycle Polo	1	Softball	10
Metalwork	1	Billiards	18
Indoor Basketball	15	Pottery	2
More Socials	38	Car/Motor Bike rallies	34
Surfing	5	Table Tennis	33
Water Polo	25	High Diving	2
Rockhounds	12	Rowing	13
Reading Club	5	Ten Pin Bowling	4
Hockey	5	Skating	7
Skate Boards	4	Flying	2
Lifesaving	3	Scouts & Cubs	5
Harriers	2	Ballet	4
Pigeon Racing	3	Mini Power Boats	1
Holiday Jobs	1	Electronics	1
Motor Mechanics	7	Chemistry	6
Sea Scouts	1	Guitar Club	4
Seamanship & Navigation	4	Crusaders	1
Woodwork	9	Driving Lessons	1
Gliding	3	Anthropology/ Archaeology	1
Gardening	1	Fishing Club	3
Climbing	2	Boat Building	5
Helping other people	1	Girls Sewing	1
Karate	5	Air Cadets	1
Printing with Dyes	1	Draughts	1

RECREATION SURVEY. - ADULT SUGGESTIONS.

Pre-School	90%
More sports	28
Tennis Courts & Clubs	22
Drama Adult Club	20
Tavern & Trust Hotel	14
Level off Te Atatu Beach	11
Bowling Alley & Coffee Bar	8
Political Science, civics.	7
Domains fully developed	9
Childrens play ground	8
Art	6
Badminton	11
More Library facilities for children.	7
Skating rink	5
More leaders	3
Lonely Hearts	3
Boating Lake	2
Basketball	2
Indoor bowls	2
More interest in P.T.A	2
Dressmaking	2
Junior Naturalist	2
Archery	1
Dancing	2
Cycle Track	1
Maori Culture	1
Nature Study	1
Holiday Reading Classes	1
Oriental Cooking	1
Young Wives Club	1
Stenography	1

Cinema	42
More local Teenage activiy.	22
Community Hall(like Panmure)	21
Local Boystown.	4
Athletics & Sports	12
More Community Spirit	10
Youth Club	7
Kindergarten/Play Centre	
Recreation play areas	6
Adventure playground	5
Music	6
Golf. Putting Green etc.	10
Dance Hall	5
Gymnastics	5
Picnic area	3
Nothing needed	3
Olympic Pool	4
Darts Club	2
Driving lessons	2
Model Engineering	2
Hockey grounds	2
Restaurant (Prices)	2
Chess	2
Adult Budget	1
Volleyball	1
Trade Schools	1
Marching Girls	1
Pony Club	1
Committee to advise youth	1
Photography	1
Fencing	1
Help for Maori Mothers	1

TOTAL AGE GROUPS.

Years.	Boys.	Years.	Girls.
6	1	6	10
7	66	7	62
8	187	8	175
9	264	9	287
10	275	10	234
11	228	11	220
12	173	12	148
13	25	13	12
	1231		1148
Rutherford H.S.	623	(Separate Sheet)	539
Grand Total.	1854	Grand Total	1687

YOUTH RECREATION SURVEY

The Head Master / Principal of ____________________

Your approval and assistance would be appreciated in carrying out this survey in the Te Atatu area. The information when collated may lead to the provision of recreation activities.

R.Sheffield, Youth Recreation Officer, Internal Affairs.
R.Larkin, Physical Education Adviser.
N.Langston, Freyberg Memorial School.

Instructions to teachers:

1. Pencil or ball point pen.
2. Teacher says, "I want you to fill in the form I am giving out. It is essential that you give your own answers. Do not discuss any of the questions".
3. The teacher may read the questions to the pupils but without comments. Any discussion would invalidate the survey.
4. Please collect the forms and send to N.Langston, Freyberg School or R.Sheffield, Internal Affairs or R.Larkin, Physical Education Department.

FREYBURG MEMORIAL SCHOOL

ROBERTS ROAD, TE ATATU SOUTH.

YOUTH RECREATION SURVEY

his survey could lead to new activities for you in this area. WHAT WOULD OU LIKE TO DO YOURSELF? PLEASE GIVE YOUR OWN ANSWERS. No names required.

GE (years) SEX.

HAT INTERESTS WOULD YOU LIKE TO SEE DEVELOPED ON ONE OR TWO EVENINGS A WEEK, R AFTER SCHOOL, OR AT WEEK-ENDS? HERE ARE A FEW SUGGESTIONS. PLEASE TICK HE ONES YOU WOULD LIKE AND ADD ANY OTHERS YOU WISH.

SPORTS

ycling ☐
wimming ☐
eight training ☐
kin diving ☐
ymnastics ☐
arts ☐
quash (fives) ☐
ishing ☐
ramping & camping ☐
in. rifle shooting ☐
rchery ☐
udo ☐
a ☐
building ☐
ing ☐
ports coaching ☐
olleyball ☐
olf ☐
anoeing ☐
restling ☐
irls Marching ☐

HOBBIES

Chess ☐
Stamp collecting ☐
Coin collecting ☐
Model making ☐
Model aeroplanes ☐
Square dancing ☐
Scottish dancing ☐
Ballroom dancing ☐
Modern dancing ☐
Jazz club ☐
Recording techniques ☐
Charm school ☐
Ballet ☐
Radio club ☐
Junior naturalists ☐
Astronomy ☐
Shell collecting ☐
Help with school work ☐

Drama ☐
Record club ☐
Debating club ☐
Photography ☐
Horse riding ☐
Art ☐
Choir singing ☐
Music ☐
Orchestra ☐
Band (brass) ☐
Band music (modern) ☐
Youth club ☐
Bird watching ☐
Dressmaking ☐
Hairdressing ☐
Mixing in society ☐

NY OTHERS?

SE SAY WHICH OF THE ABOVE YOU LIKE BEST (IN ORDER)

.
.
.

T ELSE CAN YOU SUGGEST TO ALLOW YOUNG PEOPLE IN THIS AREA TO MAKE BETTER OF THEIR LEISURE TIME?

O YOU KNOW IF YOUR SUGGESTION IS WORKING ANYWHERE ELSE? IF SO PLEASE STATE ERE AND HOW SUCCESSFUL IT IS

FREYBURG MEMORIAL SCHOOL

Telephone:
Henderson 1695

Roberts Road,
Te Atatu South.

COMMUNITY ACTIVITIES SURVEY

FOR ADULTS (OVER 16 BUT NOT SCHOOL PUPILS)

This survey is an attempt to determine the wishes of the neighbourhood and cou lead to the provision of new community activities. It is being conducted by the Freyburg Memorial School Committee in co-operation with the physical education branch of the Department of Education and the youth branch services of the Department of Internal Affairs.

YOU ARE INVITED TO COMPLETE THIS FORM AND SEAL IT IN THE ENCLOSED ENVELOPE FOR COLLECTION NEXT WEEK-END. NO NAMES ARE NEEDED. THANK YOU.

AGE SEX

ARE YOU THE PARENT OF SCHOOL-AGE CHILDREN?

ARE YOU INTERESTED IN PRE-SCHOOL EDUCATION?

WHAT PERSONAL (NOT FAMILY) INTERESTS (IN ORDER OF YOUR CHOICE) WOULD YOU LIKE TO SEE DEVELOPED IN THE NEIGHBOURHOOD?

1.
2.
3.

IF YOU WISH PLEASE STATE (BRIEFLY) WHY

WHAT FAMILY INTERESTS WOULD YOU LIKE TO SEE DEVELOPED IN THE COMMUNITY?
(Note: School pupils are being asked similar questions about their interests)

1.
2.
3.

IF YOU WISH PLEASE STATE (BRIEFLY) WHY

WHAT ELSE CAN YOU SUGGEST TO PROMOTE BETTER USE OF LEISURE-TIME IN THE DISTRICT?

DO YOU KNOW IF YOUR SUGGESTION IS OPERATING ELSEWHERE? IF SO PLEASE STATE WHERE AND HOW SUCCESSFUL IT IS.

Extract from EDUCATION ACT, 1964.

201 ESTABLISHMENT OF COMMUNITY CENTRES

(1) For the purpose of providing educational and cultural activities for persons resident in any locality, the Minister may establish a community centre either separately or in connection with any school.

(2) The Minister may recognise any existing community centre for the purposes of this section.

(3) The Minister may from time to time pay, out of money appropriated by Parliament for the purpose, such sum or sums as he approves towards the payment of the whole or part of the salaries of the staff of any community centre established or recognised under this section and of the expenses incurred in the conduct of any such community centre.

(4) The Governor-General may from time to time, by Order in Council, make regulations not inconsistent with this section, providing for the staffing and maintenance of community centres.

Extracts from National Development Conference Report to Second Plenary Session - May 1969.

Social and Cultural Committee - Community Centres -
Page 22, Paragraphs 66 and 67.

Para 66: The cultural needs of local communities require a focal point. The Currie Commission on Education (1962) recognising this, suggested that in the future school facilities could become community cultural centres. The relevant part of the Commission's report (pages 647 - 48) reads:

> "However, the Commission is convinced that in the future school buildings and other resources will certainly be utilised by the community to a much greater extent. It also notes that there appears to be little disagreement with this as a general aim, since it is supported strongly even by those who can see most clearly the difficulties that lie in the way.
> The Commission is also convinced that such utilisation is a healthy development, leading to closer public participation in various ways in the process of education, to a dissemination of knowledge about schools and an understanding of their needs that is most desirable. It therefore makes the following recommendations, designed to facilitate local developments of this sort:
>
> (a) That a school, where school and community are in agreement, be on application declared a community centre.
> (b) That the controlling authority of a community centre be constituted from school, county or borough council, and interested local institutions;
> (c) That local authorities, possibly with Government assistance, meet the capital cost of additional amenities and equipment, and provide for running costs, additional caretaking expenses, etc.; and
> (d) That the controlling authority be responsible for

Para 67: It is understood that while the Department of Education is prepared to implement this policy no approach has been made by any community or local authority for a school to be declared a community centre as envisaged by the Currie Commission. It would seem that some impetus is necessary to try to accomplish something in this field as success in one area would no doubt have a snowballing effect. The economic advantages of making use of existing facilities are obvious, and the committee recommends that this concept of community use be borne in mind in the future planning of school buildings.

SUMMARY OF STAFF COMMENTS ON OUT-OF-SCHOOL CLASSES QUESTIONAIRE

1. Have you noted any direct benefit to children in your class who belong to the Out-of-School Activities or Holiday Activities. If so, give brief details.

   Increase in skills noted - art and music in particular. Social attitudes improve - especially with quieter children - develop in confidence. Attitude towards school improves.

2. Have you been able to capitalize on their experiences in anyway in your class teaching? How?

   Little carryover into class activities - it was suggested that if the school was more informed on Out-of-School Activities there could be more carryover.

3. What are the attitudes amongst children in your class to the Out-of-School Activities?

   Most children have favourable attitudes towards the classes although some become disheartened through irregularity of classes, lack of progress etc. Some children feel they are too involved with other activities to become involved with classes.

4. What reasons are given (if any) for non-participation in the activities?

   Other activities - gym classes, music lessons, paper deliveries, etc and family commitments interfere with full participation in classes. Class fees may deter some. Parental lack of interest also.

5. Are there any other Out-of-School, or holiday class activities indicate an interest in which could be introduced?

   Gymnastics. Knitting, sewing (adults and children). Hobbies type of activities on a less formal basis -
   e.g. chess club, stamp collecting, model aeroplanes, story time in library etc.
   where children are able to attend if they wish - non specialist, adults required for supervision and informal direction.
   Music classes are catering for only a small percentage of school population and need to be run formally - class registers etc. There seems to be a place for opening rooms for activities for which children can choose to attend one week, and perhaps another later on.
   Family participation could be encouraged - film evenings, table tennis etc. (hall essential here) and a greater number of parents or people at the actual community to be involved.

6. If your room is used for Out-of-School activities, what time do you feel Out-of-School activities should begin?

6. Most seem to favour between 3.45 - 4.00 so that class teacher can use the room until then.

7. If your room is used for Out-of-School classes, are you satisfied with the way it is left? .... If not, give reasons.

   A few complaints - mostly interference with pens, felt tips etc. (lack of supervision of tutor? or lack of space to put things away.)

8. Have you noted any interference with classroom apparatus, children's desks and contents, displays etc? Specify.

   Some interference with displays and children's belongings - disarrangement of furniture noted.

9. Would a school hall help to ease the pressure on classroom use?

   A hall will help, but not solve all problems. Some activities not suitable in a hall - classrooms still need to be used. But a hall provides a much needed focal point, and large gathering place for the actual community.

10. Do you feel there is a lack of liaison between Out-of-School tutors and school staff?

    Yes.

11. If there is not sufficient liaison how do you think it should be effected?

    A meeting between staff and tutors to inform each other of activities to be undertaken. Bulletin board in school so staff and children can see what is going on. Liaison between Out-of-School class tutors themselves is necessary to meet each other, discuss activities etc. Tutors work in isolation at present. There needs to be a feeling of common interest and involvement built up.

12. Is there a need for more direct encouragement on the part of the school for children to join and continue with these activities?

    Very definitely - continuous encouragement and interest - not just at the beginning of the year, but keeping track of children in classes and personal interest in what they are doing.

13. What have you done this year to encourage children in these activities?

    Discussion on what is available. Encouragement to join. Ask children who have attended before to demonstrate, or talk about what they have learned.

    The idea of attending and becoming involved in classes has to be sold.

HOLIDAY PLAYGROUND

Questionaire

1.	Wish to take part in activities	113
2.	Boys	60
3.	Girls	62
4.	Children aged 6	5
	7	20
	8	25
	9	41
	10	27
	11	4
5.	Wish to come every day	29
6.	Come some days	84

7. Activities wanted

Swimming	55	Claywork	81
Football	40	Painting	49
Netball	28	Woodwork	44
Volleyball	13	Paper Construction	27
Table tennis	41	Cooking	60
Films	78	Talent Quest	13
Cards	23	Decorate bike	16

8. Other activities suggested: knitting, sewing, basketry, athletics, gymnastics, trampoline, bike race, soccer, swing ball.

9. Trips

Parakai	41	Boystown	40
Paradice	48	Tramping	31

10. Other trips suggested: camping, beach, zoo, Waiheke, Rangitoto.

11.	Parent help at school	35
12.	Parent help on trips	29
13.	Sibling assistance	20

CONCLUSIONS

We can expect over 100 children each day, as this questionaire covers only Freyberg. Age range seems to be 80% between 8-10. Intermediate children could lift this with more 11-12 year olds.

Activities should include
Sports - swimming, football, table tennis, trampoline
Creative - claywork, painting, woodwork, cooking, activity room (cards, games, reading area)
Trips - Parakai, Paradice
Henderson High students could be approached to set up an obstacle course in the grounds.

Organization: Supervisor for the day in over-all charge.
Organizer for each activity.
Helpers to assist the organizers with their activities.

Films must be arranged beforehand.

Buses ordered for trips and money collected beforehand too.

Telephone Survey of Drop-outs

1. Class enrolled in:

2. Adult: Children: Music:

3. Reason stopped coming:

Transport -
Child-caring proglems -
Facilities inadequate -
Course unsuitable -
Tutor unsatisfactory -
Time inappropriate -
Other -

4. Would like to try again later Yes...... No.....

Same course
Another course

5. Times most suitable:

6. Place most suitable:

7. Prefer:

4 week	....
6 week	....
1 term	....
whole year courses	....

8. Courses you would be interested in are-

FREYBERG COMMUNITY SCHOOL

HOLIDAY PLAYGROUND

In the May holidays we plan to run playground activities at the school each morning from Monday to Thursday each week.

If you are interested in coming along please fill in this questionnaire and return to school on Thursday

Tick squares or fill in blanks: -

1. I would like to come to the holiday playground ☐
2. I am a boy ☐
3. I am a girl ☐
4. I am ....years old. ☐
5. I would like to come every day ☐
6. I would come only some days ☐
7. Things I would like to do are -

Swim ☐
Play football ☐
" netball ☐
" Volleyball ☐
" table tennis ☐
Watch films ☐
Play Cards ☐

Claywork ☐
Painting ☐
Woodwork ☐
Paper construction ☐
Cooking ☐
Talent Quest ☐
Decorate a bicycle ☐

8. Other things I would like to do are......................
....
9. Trips I would like to go on are to -

Parakai Hot Pools ☐
Paradice Ice Skating ☐

Boystown ☐
Tramping ☐

10. Other trips I would like are ....
....
11. My mother/father would be able to help at school ☐
12. My mother/father would be able to come on a trip ☐
13. My older brother/sister would be able to help ☐
14. My name is ....

NOTE: Trips are usually on a Wednesday and last all day. Cost per child would be about $2.00 or so, depending on numbers.

USE OF FREYBERG MEMORIAL SCHOOL 1975

1.	Out of School Classes			
	Children	Music	17	241
		Arts & Crafts	3	
		Drama	2	
		Creative Dancing	2	
		Creative Writing	1	201
			25	442
2.	Adult		14	266
3.	Short term classes		5	54
		Total classes/students	44	762
4.	Recreational Activities			250
5.	Organizations using school			260
				1272

OUR PROPOSED SURVEY FOR FREYBERG '75

a. PLANNING: this will be the responsibility of the Neighbourhood Committee working with the Community Supervisor.

Areas of organization will be delegated and assistance sought within the Community for help in both specialised tasks and general 'time and muscle' type jobs. The committee will work through topics such as -

Purpose of the survey.
Type of survey
Writing the survey
Volunteer recruitment
Distribution plan
Public relations (publicity)
Training program
Compilation of results.

Basic to any survey is the concept that it comes from the Community. Specialist help will be needed but only for achieving the goals that the Neighbourhood Committee have decided. The Supervisor needs to provide sample surveys and alternatives for organization, with the end product clearly emerging as the instrument of the Committee as a whole.

b. Purpose of the survey: these may include

1. wants and needs of the community
2. community facilities
3. time and place for classes/meetings
4. special services needed (e. g. creche)
5. identifying personal skills and hobbies that can be used by the community.

c. Type of survey: could be return-mail or
face-to-face interview or
telephone interview or
'man in the street' questionaire

A check-list questionaire can be devised or a discussion type interview program constructed.

The type of survey chosen depends primarily on what information is wanted and the best method getting it. Next one must consider the resources available for administering any survey. The result will most likely be a compromise between what is wanted and what is possible.

(See appendix for two examples of possible survey forms)

d. Volunteers for helping: can come from the community at large through general advertising and discussion in the media, or from particular groups such as PTA, Rotary, etc. All volunteers who will be acting as interviewers should receive training at a central location before the questionaire goes out. This needs to cover:

1. the mechanics of the survey
2. information about Community Education
3. detailed study of each question
4. review of route maps of district
5. distribution of credentials, questionaires, maps
6. time line for completing questionaires, returning material compiling results.

e. Distribution Plan: face to face interviews require about 10% sample to give a valid picture of the district. Maps of streets for interviewers can be issued with every 10th house to be called on. A volunteer should need to do no more than 10 interviews.

One day for interviewing should be advertised well in advance, so that people are expecting someone to call.

f. Public relations: publicity is important for the success of the survey and a person or committee should be responsible for this area. Press releases, advertisements, and posters should explain the purpose, place and timing of the survey. A community Education symbol can help unify the activities and advertising involved as well as serving as an identifying mark for interviewers.

g. Compiling results: the survey committee and supervisor can work together to compile and analyse the results. Final results and conclusions should be shared with the community.

The planning and administering of the survey should be completed in about 4 weeks. Filling out questionaires should be spread over a 2 to 3 day period at most. Compiling results should be completed in a further 4 weeks.

APPENDIX

ENRICHMENT AND SERVICE SURVEY

Please check the appropriate spaces.
I am a: Male Female Student Adult

I prefer classes in the: Morning Afternoon Night

My best day for classes would be: Mon Tues Wed
Thurs Fri Sat

Would you be interested in a baby siting service?

SURVEY CHECK LIST.

Educational and Enrichment

ANTIQUES
APPLIANCE REPAIR
BOOKKEEPING
CHILDCARE FOR BABYSITTERS
CROCHETING
DRAWING AND SKETCHING
DRESSMAKING
DEFENSIVE DRIVING
FLOWER ARRANGING
FOREIGN LANGUAGE: SPANISH
FOREIGN LANGUAGE: FRENCH
FURNITURE REPAIR
GARDENING
HOME HANDYMAN
HOME NURSING
HIGH SCHOOL COMPLETION
INTERIOR DECORATING
OFFICE MACHINES
PAINTING: OIL
PAINTING : WATERCOLOR
PHOTOGRAPHY
SEWING: BASIC
SPEED READING
TYPING
WELDING
WOODWORKING
PRE-SCHOOL STORY HOUR
TEEN CANTEEN.

Recreation

ARCHERY
BADMINTON
BASKETBALL
BRIDGE
CHESS
DANCE
GOLF
GYMNASTICS
JOGGING
JUDO/KARATE
PHYSICAL FITNESS
ROLLER SKATING
SWIMMING
TENNIS
VOLLEYBALL
WEIGHT LIFTING

Food Preparation

BAKING
CAKE DECORATING
COOKING: BASIC
PARTY FOODS

Others

SURVEYING A COMMUNITY'S NEEDS FOR EARLY CHILDHOOD EDUCATION SERVICES

Elizabeth Connelly

Figures given in the Educational Development Conference report 'Improving Learning and Teaching', show the rapid growth in the pre-school area in the last few years. Pre-school education has been declared a priority area for development by the present Government. 'The aim being to ensure that facilities are readily available to all who wish to use them'.

The chapter devoted to Early Childhood Education says "We have faced a dilemma in deciding upon the recommendation which we should make. On the one hand we wish to urge a rapid expansion of facilities to ensure that many more children are able to take advantage of the benefits of attendance at a well-staffed and capably-organised kindergarten, play-centre or other facility. On the other hand, they go on to say "Haphazard expansion is to be avoided, yet it would be equally unacceptable to attempt to force a uniformity of provision merely for the sake of administrative tidiness". They mention the need for the child to be seen as a member of the community and ultimately the responsibility of that community.

The report also emphasises the need for buildings to be designed to meet the wider needs of the community and the need for competently trained staff.

Their recommendation is that 'new groups be supported as conditions change and new needs arise.'

Early childhood education encompasses the child's life from birth and through the years which his personality is being shaped. It involves children wherever they are - in the family, childcare centres, playcentres and kindergartens. It also extends into the junior part of the primary school.

Many people tend to equate education and schooling and to believe that learning occurs only in our formal educational institutions. Nothing could be further from the truth. The greater part of a person's education occurs informally within the context of living - within the learning environments provided by the home, the social life of the community, and all the institutions in which he has part.

The Educational Aims and Objectives report lists "Failure to provide early childhood education to meet the needs of the community". In its Appendix 2 'Short comings within the present education system". Also in Appendix 2 "The failure to appreciate and overcome many of the problems which are causing people to become alienated from the existing education system."

In the past there has been a lack of promotion by the education system, of awareness of, and oppotunities for, lifelong education. Playcentre for example gives parents who have been failures under our present system and I'm not only of the Maori or Polynesian parents, a second chance. I could tell you many examples of women who through their involvement in playcentre have gone on to

Teachers' college, Primary or Kindergarten, some to University and many of these women were school dropouts. Twentysix Maori women have been to Australia working with Aborigine families and showing them how to set up playcentre type pre-school facilities. One I personally know, was one of our Community Preschool Workers and is now employed in Australia in a University research programme, working with Australia immigrant families. You may feel this could still come about through Lifelong Education schemes. I feel it has been the interest in their own children that has prompted these women initially.

Playcentres have developed a form of involvement unique in the world as far as I know. The Educational Aims and Objectives report lists Areas needing special attention. One of them is 'That action be taken to provide learning environments which meet the needs of Maori and other Polynesians' and 'that the existing agencies of education for parents in their unique role in child development be reinforced and expanded.'

I thought you might be interested in another way N.Z. is influencing overseas early childhood provisions.

Peachgrove Playcentre, Hamilton has a supervisor trainee, one of the first three Indonesian Volunteers to New Zealand. BUTSI, the Indonesias Community Volunteer scheme has sent 3 volunteers to N.Z. They are all University graduates, two are teaching Social Studies in High Schools, the third, a man is working at Peachgrove Playcentre for six sessions a week. He thinks playcentre type service could be ideal for his country naturally with adaptions for local conditions.

You may have read Jack Shallcrasses article in the Listener June 14th, 'Some are more equal than Others'. He talks of millions of dollars in the U..SA. being spent on compensatory schemes. "This may have brought some balm to uneasy middle-class consciences, but it brought little joy to the minorities. Bluntly the schemes didn't work. There may have been odd pockets of success but they seem to depend on parent involvement as much as the programme itself. Educational programmes which ignore the predominant influence of the home are inviting failure.' He stresses the co-operation of the home and mentions how the science of linguistics has thrown new light on language, on how people acquire it and how it grows. We should be chary of trying to substitute one language for another in the early years, he says. Standard English may be learned after the child's natural dialect has been used to give himself and in his own capacity to learn.

The pre-school sector of all the sectors of N.Z. education, has made much the best attempt to bring European and Maori together and much of the success of this is due to the energy, effort and goodwill of Maori women.

Geraldine McDonald, who is the Senior Research Officer for Early Childhood Education for the N.Z. Council for Educational Research, says "Playcentres have liberated housewives by allowing them to combine work - defined as running a pre-school centre, - with home - defined as devoting themselves to the full-time care of children, but now changes in society suggest that in the future liberation of this kind may be insufficient to meet the demands of many of the brightest and most dynamic women. She says 'I think they are seeking more directly political movement, and paid occupations of responsibility and importance'.

Well there are many reasons why women go to work and we have not time to go into reasons here, but if Daycare services are required and this is certainly indicated, by a figure quoted for under five aged children of working mothers in N.Z. The figure is 30,000 to 40,000 and the places for these children in licenced day care centres is about 3,000. Auckland naturally is the city with the biggest demand so we need to look at this type of provision too. To argue that Daycare is not educational is of course ridiculous as a child is engaged in the process of learning, developing concepts, making sense of his or her environment, or however you wish to describe it wherever he or she is. What can be different is of course the richness or stimulation of the environment and the opportunities for the child to 'learn how to learn', and to develop a good self concept, to see himself as a competent person. So we can assume that it is essential that all Daycare has a built in educational component.

It is also not just a question of Daycare but of what type of daycare and whether large institutions are necessarily the right provision for young children away from mothers for any length of time.

People need to know what the options are, to be able to make a decision if there is an alternative, as to what type of facilities they want or need in their neighbourhood.

You are probably wondering what this has to do with surveying needs for early childhood education provisions. As I said earlier the Education Department in the past has responded to the needs of the two major groups, the Kindergarten Association and the Playcentre Association, If we are to provide for the needs of the community we can't do this by taking statistics of under fives in an area and saying we need so many kindergartens, so many playcentres. We need to involve the community in an exercise to look at itself, to see how it can improve facilities that are already there, how it can co-ordinate all groups interested in new provisions for the good of the area, not just to promote further expansion of the major services.

Many communities are now thinking along these lines but not a great deal of progress has been made as yet.

As an example of what could be done I'd like to tell you about an exercise that is happening in Mangere at the present time, but first of all I'd like to read you a list of the types of early childhood group experiences that a child may meet in a community.

Kindergarten, Playcentre, Family Playgroups, urban and rural, varying in structure programme and organisation. (The Waikato groups and the Matakana Island groups have been providing services in their areas for well over 10 years). Secondary School Creches, started as provision for teacher's children in many cases, now some are being used for Human Development Programmes. Preschool Units at Community Colleges, will take the children of adult pupils, teachers and the community. Teachers College Creches, University Creches. Community centre creches, Birkenhead has a group like this and other groups are springing up over the city. Citizens Advice Bureaus playgroups. Private Schools have always had Kindergarten Classes, the Salvation Army Refuge House has a group and Auckland Feminists are opening a similar Refuge house called 'Halfway House' and there is to be a playgroup there. The Periodic Detention Centre has plans to provide suitable equipment for the young children. Cornwall Park Reception Centre has a Kindergarten 5 days a week. The three major hospitals in Auckland have groups. (Two of them run by Playcentre people, in the other a Kindergarten teacher is employed.) There are the Private Kindergartens who get no subsidy but provide a similar service to the Free Kindergartens. The Daycare centres, Commercial ones like Holeproof, Community ones like the Baptist Group in Mt Albert and the Eden Epsom one that is about to open set up a group from N.O.W. Backyard childminders, some of these small centres provide the ideal daycare service, some the opposite. Places like the Creche at the Farmers Trading Company and many others. I think this illustrates the impossibility of tidying all these diverse provisions into groups attached to primary schools as some people would like. A young child moves with the parent who 'cares', for it or if both parents are at work it of course needs to be in a creche near the parent or in a centre or with neighbourhood minder near its home.

In providing early childhood education in areas of special need in country districts the Department has set up itself a limited number of preschool units at Primary Schools. These are only established where the two major preschool associations have not been able to extend their services.

Other patterns of surveying needs of an area have included the Education Department taking the intitiative and calling representatives from the different groups in the community together, to see how they can expand the existing services. In the Otara area special provisions have been made. A new kindergarten at Bairds Road is to have special provisions for children to stay for an extended day. The midday meal may be cooked by Hillary College students, the money for the food being provided by S.C.F. This is a united effort by the Education Departmenr and the Auckland Kindergarten Association. There would be additional staff, a medical room and the Plunket and Public health nurses will be involved. Three Community Preschool workers were appointed in Otara at the beginning of the year. They work for 15 hours a week, meeting people in Supermarkets and on the streets (not knocking at doors, as they feel this is an intrusion of privacy.) They had hoped to get family groups going in homes but found people were reluctant to share their homes at this stage. One group at the Pacific Island Church had to make a decision whether to be a Childcare Centre or a Playcentre, which may sound strange. The Community Preschool workers found they had to 'clear a lot of social work out of the way' before they could get down to the business of showing mothers how to provide play activities in the home for their children.

You may be interested to know that the Department is involved in providing a correspondence Course for adults, with training units for Daycare, Playcentre and basic development. There is also to be a course for preschool children themselves in remote areas. The Department is also working on pamphlets for parents, information that can be placed in Doctors' waiting rooms, Plunket rooms, Hospital waiting rooms etc.

Now about the Mangere exercise.

Following three In Service Courses, one in August last year and two in January this year, a meeting was called to discuss how to promote liaison between all group~~s involved~~ in work with young children in Auckland. It was decided to select one area in Auckland and to promote a liaison scheme there first. At the second meeting which included representatives from the major interested groups, Mangere was selected as the area to promote this idea in. An action committee was organised and the representatives moved into the Mangere community,to encourage their Mangere contacts, to attend a meeting in Mangere itself.

All Playcentres, Kindergartens, Independant Kindergartens, Childcare centres, Primary Schools, Secondary College Creches, Public Health Nurses, the Youth Aide Section of the Police, Parents Centre and other groups interested in young children in this community were invited to attend a meeting. At this meeting members introduced themselves and gave a thumbnail sketch of their organizations.

A spirited discussion followed on how the needs of the area could be met. Points arising from the discussion:-

1) It was suggested that a letter be written to the Hon Mr Moyle, M.P., deploring the lack of educational facilities in Mangere, particularly facilities for preschool children - kindergartens, playcentres, private day care centres and private kindergartens.

2) The desperate need for an emergency day care creche - some school children are bringing preschool siblings to school when there is a family crisis.

3) Encourage industry to provide day care centres for their personnel.

4) A need for a parent Education scheme

5) Encourage play groups in home with possible assistance and guidance from Plunket, Playcentre and Kindergarten personnel.

It was resolved that s Steering Committee be nominated which would report back to the fill meeting at a date to be notified. The Committee is to consider ways "to help Children in Mangere".

Futher meeting have been held and this lively group are planning to present submissions to the District Preschool Committee.

The District Preschool Committee is comprised of representatives from the major Early Childhood Services in the Auckland Region and is chaired by the District Senior Inspector of Schools in Auckland or his representative.

The points I wish to emphasise today are

The community must be involved in surveying its own needs.
It must be informed of the type of services available and know how to go about setting them up.
Where possible services must involve parents giving them opportunities for their own development and meeting their needs.
Where outside agencies are involved in setting up services, families values and socialization practices should be respected and that methods as well as content, adhere to the family's preferences.
This should encourage a sense of consistency in the child's mind and keep the balance of power with the family.

The main justification for Early Childhood Education service as I see it is to improve the quality of living for children and adults alike.